

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>Australian History – Eureka!</u></p> <p>In this unit, students will engage with a range of texts to explore common language features and structures of narratives. Students will develop rich field knowledge of The Australian Gold Rush, which is connected to our History/HASS unit, and will apply this knowledge to create a narrative about being a child during the Gold Rush. Students will develop their understanding of writing structures at the sentence, paragraph and whole text level, and develop their proficiency by reading and writing like authors.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate</i> the ability to analyse why an author chooses certain language features, structure and themes to position the audience to think, feel or act. • <i>Create</i> a collection of written pieces throughout the term to demonstrate their use of structure and language features for effect • <i>Demonstrate</i> their reading and viewing knowledge and skills through a comprehension assessment task using the text, The Night They Stormed Eureka. 	<p>Reading Comprehension Analysing a narrative text from class novel – The Night they Stormed Eureka</p> <p>Writing Task Plan, draft, and edit a narrative imagining they were at the Australian Gold Rush</p>	<p>Weeks 7</p> <p>Weeks 8-9</p>
Mathematics	<p><u>Number, Algebra and Measurement</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and revise</i> multiplication and division facts as well as explore mental computation strategies • <i>Express</i> natural numbers as products of factors and <i>identify</i> multiples • <i>Check</i> the reasonableness of their calculations using estimation • <i>Use mathematical modelling</i> to solve financial and other practical problems • <i>Convert</i> between 12- and 24- hour time • <i>Apply</i> properties of numbers and operations to find unknown values in numerical equations involving multiplication and division 	<p>Maths Assessment Number Test</p> <p>Maths Assessment Maths Modelling Project</p>	<p>Week 6</p> <p>Week 6-8</p>
Science	<p><u>Material World</u></p> <p>In this unit students investigate the properties of states of matter and are introduced to the concept that all matter is made of tiny particles that we cannot see. Students explore the properties of solids, liquids and gases through hands-on, collaborative investigations and experiments. They then gather evidence from these investigations to relate the particulate arrangement of solids, liquids and gases to explain their observable properties.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Plan</i> safe investigations to identify patterns and relationships and make reasoned predictions and then identify variables to be controlled to ensure a fair test is conducted. • <i>Construct</i> representations such as worked models to describe patterns and relationships • <i>Use</i> language features that reflect their purpose and audience when communicating their ideas and findings 	<p>Science Assessment Investigation</p>	<p>Weeks 8</p>
HASS - History	<p><u>Convicts to Colonies</u></p> <p>This unit begins by examining life in Britain during the early 1800s, analysing primary sources to gain perspective on the beliefs, values and attitudes of the British Empire. The focus then shifts to penal colonies, where students analyse and interpret historical sources, assessing their credibility, to understand the establishment, expansion and significance of these colonies to the British Empire. Students then investigate the discovery of gold and the subsequent gold rush in the 1850's. They investigate aspects of life on the goldfields including food, shelter, the role of women, the impact of the Chinese miners, and the impact on First Nations people.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Build</i> a foundational understanding of Australia's penal and free settlements • <i>Analyse and interpret</i> primary and secondary historical sources to determine origin and perspectives • <i>Develop</i> questions to learn more about the past 	<p>History Assessment Short response</p>	<p>Week 8</p>

Health and Physical Education	<p>Physical Education – Athletics Focus</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Learn specific skills and techniques to enhance performance of Track and Field events. Develop skills and attitudes to be successful team members. <p>Health Education – Making Healthy Choices — continuation from Term 1</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Investigate different sources and types of health information and how these apply to their own and others' health choices Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities Propose strategies to manage emotions With consent <i>participate</i> in Talk About It lessons run by Life Ed 	<p>Range of Measures:</p> <ul style="list-style-type: none"> Observation checklists Beep Test Results Athletics Carnival Design a circuit to improve health related fitness Nutrition Test 	Ongoing
LOTE	<p>Celebrations - continuation of Term 1</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Learn about what and how Chinese people celebrate including common phrases used for celebrations Will be introduced to Chinese customs, traditions and symbolism Practise typing in Chinese 	<p>LOTE Assessment:</p> <p>Writing task – Festival</p>	Week 5- 10
Music	<p>Carnival of the Animals – continuation of Term 1</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Build confidence and foster a love of music Listen to and explore different pieces of music that represent animals Discover how composers have used and manipulated the elements of music to communicate these animals Use poetry, body percussion, ostinatos, the pentatonic scale and different instruments in <i>performances</i> Collaborate, make decisions and create their own pieces of music that represent animals Explain how they used the elements of music in their animal composition Continue to <i>develop</i> and <i>demonstrate</i> new rhythm patterns 	<p>Music Assessment:</p> <p>Composition – representing and communicating an animal</p> <p>Reflection and response</p>	Week 8-9
Drama and Dance	<p>Melodrama – continuation of Term 1</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Learn a brief history of melodrama including the function and features of this style Improvise stereotypical good and evil characters Memorise lines Utilise both vocal and physical expression to <i>demonstrate</i> their understanding of the exaggerated acting style, stage presence, stock-character, relationships with other characters and interact with the audience Block and <i>direct</i> their scene by annotating their lines with appropriate stage directions including: movement and vocal choices Present a Melodramatic script in pairs Select stage set, props and costume to support their performance Learn about the three functions of Dance (Social, Artistic and Ritual) Focus on social dance, identifying key characteristics including influences, era and structure Learn and <i>participate</i> in social dances Identify features of social dance; movement, spatial elements, dynamic elements and form Choreograph a movement piece in small groups Present moment piece to an audience 	<p>Drama and Dance Assessment</p> <p>Performance</p>	Week 8
Connect	<p>Self- Management</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Manage personal factors influencing emotions in a range of contexts including learning Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks Talk About It Foundation modules: Evolving Friendships, Welcome to Puberty, Who AM I? I Am Awesome!! 		