

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>Australian History – Language and Literature</u></p> <p>In this unit, students will develop their ability to critically analyse a range of Australian texts, with a particular focus on narrative and poetic text types.</p> <p>Students will develop the skills, knowledge and language to discuss these texts, and to apply techniques used by successful authors in their own writing.</p> <p>Many of these texts are linked to our history focus: the Australian Federation. Students will analyse choices authors make to position the reader, and how these language features are used for aesthetic and entertaining purposes. Students will also examine how language reflects time, place and context.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Listen to and read</i> texts from decades throughout the 20th and 21st Century • <i>Identify</i> themes, ethical dilemmas, language choices and author strategies used to influence the reader/viewer. • <i>Create</i> elements of short narratives that establish time and place for the reader. 	<p>Reading Comprehension Two folio items</p> <p>Writing Task Two folio items</p>	<p>Weeks 4 and 8</p> <p>Weeks 4 and 8</p>
Mathematics	<p><u>Number, Fractions, Length, Area, Perimeter & Interpreting Timetables</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Revise</i> the four operations of multiplication, division, addition and subtraction and use estimation and rounding to find answers • <i>Develop</i> a knowledge and understanding of fractions • <i>Solve</i> problems involving area and perimeter • <i>Investigate and interpret</i> timetables to help plan a trip involving an itinerary with 24hr time. • <i>Interpret</i> and compare a range of data displays, including side-by-side column graphs for two categorical variables 	<p>Maths Assessment Test</p>	<p>Week 7/8</p>
Science	<p><u>Physical Science – Reversible and Irreversible Change</u></p> <p>Students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They will explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect peoples' lives. They plan investigation methods using fair testing to answer questions. Students will identify variables to be changed and measured, identify and assess risks, make observations, accurately record data and develop explanations. They will identify where improvements to methods or research could improve the data accuracy.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand</i> the physical properties of states of matter • <i>Describe</i> the relationship between heat energy and changes of state • <i>Categorise</i> changes as reversible or irreversible • <i>Sort</i> examples of change as physical or chemical • <i>Plan, conduct and reflect</i> on a 'fair test' experiment • <i>Explain</i> how adding or removing heat energy affects the state of a material • <i>Investigate</i> reversible reactions involving changes of state eg: melting/ solidification/ evaporating 	<p>Science Assessment Investigation</p>	<p>Week 9/10</p>

	<ul style="list-style-type: none"> Investigate irreversible reactions i.e. rusting, burning, cooking Generate and test uses of reversible and irreversible changes in everyday life Investigate the solubility of common materials in water 		
History	<p>Creation of a Nation</p> <p>In this unit students recognise key events in the development of Australia as a nation – ‘CREATION OF A NATION’. They examine sources to investigate Australia’s path to Federation from the late 1800s to 1901. They will also examine preferred models of government, including British and American influences on Australia’s system of law and government. The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Recognise key events in the development of Australia as a nation Examine sources to investigate Australia’s path to federation from the late 1800s to 1901 Examine preferred models of government, including British and American influences on Australia’s system of law and government Develop historical understandings through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. 	<p>Item 1: Museum Project – Job Advert</p> <p>Item 2: 3 Levels of Government test</p>	<p>Term Two: Weeks 2/3</p> <p>Term Two: Weeks 7/8</p>
Health and Wellbeing	<p>Self-Awareness</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Develop the ability to identify and recognise one’s own emotions and thoughts, as well as strengths and challenges in oneself Examine how identities are influenced by people and places Plan and practise strategies to promote health, safety and wellbeing 	<p>Range of Measures</p> <ul style="list-style-type: none"> Classroom observations Participation 	For reporting purposes, only an effort mark will be awarded
Physical Education	<p>Let’s Get Fit!</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Participate in a variety of specific activities designed to enhance aerobic fitness in preparation for the Cross Country Carnival. 	<p>Range of Measures</p> <ul style="list-style-type: none"> Observation checklists Beep Test Result Performance and place results in Cross Country Carnival 	Ongoing
LOTE	<p>Food</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Be able to say the names of food and drink items in Chinese Compare school lunches in China, Australia and around the world Discuss nutrition and eating etiquette. 	<p>Item 1: Quiz</p> <p>Item 2: Reading test and reflective journal task</p>	Ongoing
<p>Digital Technologies / Visual Arts</p> <p><i>Over the course of this semester, classes will participate in both</i></p>	<p>Programming Spike Prime Robots: Search and Rescue Robots</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Explore how computer programming and robotics can help solve real world problems Develop these skills through the use of Lego Spike Prime, Lego coding software and Excel spread sheets Plan, design, modify, upload and run algorithms involving sequences of steps, branching and repetition Utilise the touch and ultrasonic sensors to make plans for proposed scenarios, then write programs in order to direct their robots to solve the problem. 	<p>Part A: Test</p> <p>Part B: Planning and programming to solve a problem</p>	Assessment period beginning in Week 7 (Term One or Term Two – depending on class)

<p><i>Digital Technologies and Visual Arts specialist classes.</i></p>	<p><u>Value Your Art</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Create artworks that will demonstrate their understandings of these Elements of Design: Value, Space and Form. • Explore different brush and pencil techniques using a range of mediums to create value scales and 3D forms. • View abstract paintings by Fernand Leger, to inspire their own compositions in his style. • Appreciate the aesthetic differences between abstract and realistic art, and how both can be used together. • Develop keen observational skills when sketching everyday objects from different angles. • Acquire knowledge of the Principles of Design when creating a composition: Balance, Emphasis or Focal Point, and Proportion and Scale. 	<p>Folio of Work</p>	<p>Ongoing</p>
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