

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p>Australian History – Language and Literature</p> <p>In this unit, students will develop their ability to critically analyse a range of Australian texts, with a particular focus on narrative text types. 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 and the Stolen Generation. 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 Analysing a passage from Our Australian Girl</p> <p>Writing Task Plan, draft, and edit an alternative ending to a narrative studied</p>	<p>Weeks 5/6</p> <p>Weeks 9-10</p>
Mathematics	<p>Number, Space and Statistics</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>expand</i> the repertoire of numbers students work with to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane • solve addition and subtraction problems involving fractions with related denominators • <i>develop</i> a range of written and digital means for representing objects and three-dimensional spaces in 2 dimensions • <i>determine</i> the mode and range and discuss the shape of distributions in their reports of findings from statistical investigations • <i>Interpret</i> and compare a range of data displays, including side-by-side column graphs for two categorical variables 	<p>Maths Assessment</p> <p>Number Test</p> <p>Space Test</p> <p>Statistical Investigation</p>	<p>Week 5</p> <p>Week 7</p> <p>Week 9-10</p>
Science	<p>Electrical Circuits</p> <p>Students will investigate electrical circuits as a method for transferring and transforming electrical energy. Students will examine energy from various sources. Furthermore, students will recognise how scientific understanding and discoveries related to electricity production and usage have impacted people's lives. They will also evaluate personal and community decisions concerning the use of diverse energy sources and their sustainability.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Investigate</i> and explain using science terminology how a circuit works and recognise the need for a complete circuit to allow the flow of electricity • <i>Investigate</i> different electrical conductors and insulators • <i>Explore</i> the features of electrical devices such as switches and light globes 	<p>Science Assessment Test</p>	<p>Week 7</p>
HASS - 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. 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"> • <i>Recognise</i> key events in the development of Australia as a nation • <i>Examine</i> sources to investigate Australia's path to federation from the late 1800s to 1901 • <i>Examine</i> preferred models of government, including British and American influences on Australia's system of law and government • <i>Develop</i> historical understandings through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. 	<p>HASS Assessment: Monitoring Task - Create a historical timeline</p> <p>Source Analysis</p>	<p>Week 6</p> <p>Week 9-10</p>

Health and Physical Education	<p>Let's Get Fit! Physical Education - Endurance Power Students will:</p> <ul style="list-style-type: none"> • <i>Build</i> stamina by playing long distance running games, which physically prepare them for the Cross Country Carnival. • <i>Develop</i> skills and attitudes to be successful team members. <p>Health Education – Making Healthy Choices Students will:</p> <ul style="list-style-type: none"> • <i>Investigate</i> different sources and types of health information and how these apply to their own and others' health choices • <i>Analyse</i> how behaviours influence the health, safety, relationships and wellbeing of individuals and communities 	<p>Range of Measures:</p> <ul style="list-style-type: none"> • Observation checklists • Beep Test Result • Performance in Cross Country Carnival • Testing pre and post exercise pulse rates <p>Health Assessment:</p> <ul style="list-style-type: none"> • Create an Action Plan to increase physical movement 	<p>Ongoing</p> <p>Week 9-10</p>
LOTE	<p>Food Students will:</p> <ul style="list-style-type: none"> • <i>Be able to say</i> the names of food and drink items in Chinese • <i>Compare</i> school lunches in China, Australia and around the world • <i>Discuss</i> nutrition and eating etiquette. 	<p>LOTE Assessment: Writing Task - Menu in Chinese</p>	<p>Week 7-10</p>
Music	<p>AUSSIE AUSSIE AUSSIE – Oi Oi Oi Students will:</p> <ul style="list-style-type: none"> • Continue to <i>build</i> confidence and foster a love of music • <i>Develop</i> and demonstrate use of pitch by playing chords on the guitar, including D major, A major, G major, E minor, as well as through singing Pop and Rock Songs, with a focus on Australian music • <i>Develop</i> and demonstrate the use of pitch by playing some guitar riffs 	<p>Music Assessment: Chord accuracy monitoring</p> <p>Performance – Guitar Students choose a song to present from those learned in class</p>	<p>Ongoing</p> <p>Term 2</p>
Technology	<p>Programming Spike Prime Robots: Search and Rescue Robots Students will:</p> <ul style="list-style-type: none"> • <i>Explore</i> how computer programming and robotics can help solve real world problems • <i>Develop</i> these skills through the use of Lego Spike Prime, lego coding software and Excel spread sheets • <i>Plan, design, modify, upload and run</i> algorithms involving sequences of steps, branching and repetition • <i>Utilise</i> 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>Technology Assessment: Test</p> <p>Planning and programming to solve a problem</p>	<p>Week 7 onwards</p>
Connect	<p>Self-Awareness Students will:</p> <ul style="list-style-type: none"> • <i>analyse</i> the influence that choices have on developing personal qualities and character strengths and identify areas for growth • <i>analyse</i> the influence of different factors and situations on their emotional responses • <i>celebrate</i> key awareness days, such as Safer Internet Day and Harmony Day, reflecting on the importance of safety in the digital world and the celebration of diversity, respect, and inclusion in our community. 		