

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><b>Acceptance</b></p> <p>In this unit, students will read a class novel “PAWS” as well as accompanying complex texts connected by the theme of “Acceptance”. They will analyse texts for specific language and structural features, and analyse and discuss why authors make these choices and the effect they have on audiences. Students will compare and analyse different texts. They will engage in listening to a variety of podcasts and develop their ability to clearly express and justify their personal preferences for texts through a creation of their own podcast. This will help develop effective speaking and listening skills.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Listen</i> to and read texts from with a theme of acceptance</li> <li>• <i>Identify</i> themes, language choices, illustrations and author strategies used to influence the reader/viewer.</li> <li>• <i>Compare</i> texts and justify their personal preference through spoken media</li> </ul>	<p><b>Reading Comprehension</b> Analysing and comparing two texts</p> <p><b>Speaking and Creating Task</b> Plan, draft, and rehearse a podcast response</p>	<p>Weeks 6</p> <p>Weeks 8-9</p>
Mathematics	<p><b>Number, Algebra and Measurement</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Solve</i> arithmetic problems involving all four operations with natural numbers of any size</li> <li>• <i>Extend</i> knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently</li> <li>• <i>Use</i> mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions</li> <li>• <i>Use</i> timetables of daily activities to solve practical problems</li> <li>• <i>Find</i> unknown values in numerical equations involving and combinations of arithmetic operations.</li> </ul>	<p><b>Maths Assessment</b></p> <p>Number Test</p> <p>Math Modelling Project</p> <p>Timetable Short Response</p>	<p>Week 5</p> <p>Week 5 - 7</p> <p>Week 9</p>
Science	<p><b>Chemical Science - Reversible and Irreversible Changes</b></p> <p>In this science unit, students will explore reversible and irreversible changes to matter by using common, everyday substances and considering everyday observations. They will examine reversible changes of state and irreversible chemical changes with practical investigations and experiments. They will create mixtures and explore how to separate them. 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.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Plan</i> and investigate methods using fair testing to answer questions</li> <li>• <i>Identify</i> variables to be changes and measured, identify and assess risks in experiments</li> <li>• <i>Explore</i> observations, accurately record data and develop explanations</li> <li>• <i>Identify</i> where improvements to methods or research could improve their data accuracy</li> </ul>	<p><b>Science Assessment</b> Investigation</p>	<p>Week 8</p>
HASS - Civics	<p><b>Australia's system of Government</b></p> <p>In this unit, students will explore the key institutions, roles and responsibilities of Australia's levels of government, along with its democratic values and beliefs. They will begin by examining the components of Australia's government and the origins of its democratic principles, with a focus on the role of the monarchy and the foundations of the Westminster system. Students will compare the similarities and differences between the Australian and Westminster systems, specifically looking at the Parliament, Executive, Judiciary, and the separation of powers. They will also learn about the law-making process by studying how bills are proposed, debated, and passed in Parliament.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Gather and organise</i> information from a variety of sources, using relevant terms and conventions to present clear descriptions and explanations.</li> <li>• <i>Examine</i> preferred models of government, including British and American influences on Australia's system of law</li> <li>• <i>Investigate</i> the roles of local, state and federal governments and explore the importance of cooperation between these levels.</li> </ul>	<p><b>HASS Assessment:</b> Test</p>	<p>Week 8</p>

Health and Physical Education	<p><b>Physical Education – Athletics Focus</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Learn specific skills and techniques to enhance performance of Track and Field events.</li> <li>Develop skills and attitudes to be successful team members.</li> </ul> <p><b>Health Education – Making Healthy Choices</b> - continuation from Term 1</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Investigate different sources and types of health information and how these apply to their own and others' health choices</li> <li>Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities</li> <li>Propose strategies to manage emotions</li> <li>With consent <i>participate</i> in Talk About It lessons run by Life Ed</li> </ul>	<p><b>Range of Measures:</b></p> <ul style="list-style-type: none"> <li>Observation checklists</li> <li>Beep Test Result</li> <li>Performance in Athletics Carnival</li> </ul> <p><b>Health Assessment:</b></p> <ul style="list-style-type: none"> <li>Create an Action Plan to increase physical movement</li> </ul>	Ongoing
LOTE	<p><b>Food</b> - continuation of Term 1</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Be able to say the names of food and drink items in Chinese</li> <li>Compare school lunches in China, Australia and around the world</li> <li>Discuss nutrition and eating etiquette.</li> </ul>	<p><b>LOTE Assessment:</b></p> <p>Speaking – Introducing food</p>	Week 5-10
Music	<p><b>AUSSIE AUSSIE AUSSIE – Oi Oi Oi</b> - continuation of Term 1</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Continue to <i>build</i> confidence and foster a love of music</li> <li>Develop 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</li> <li>Develop and demonstrate the use of pitch by playing some guitar riffs</li> </ul>	<p><b>Music Assessment:</b></p> <p>Chord accuracy monitoring</p> <p>Performance – Guitar</p> <p>Students choose a song to present from those learned in class</p>	<p>Ongoing</p> <p>Term 2</p>
Design Technology	<p><b>Year 6 Design Technology: Bridge Unit</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Explore bridge engineering through hands-on building challenges</li> <li>Engage in theoretical lessons</li> <li>Construct a scale model of a famous bridge</li> <li>Participate in a final presentation explaining their design choices.</li> <li>This unit combines <i>engineering</i> principles, design thinking, and hands-on experimentation. culminating in a real-world bridge build and presentation.</li> </ul>	<p><b>Design Technology Assessment:</b></p> <p>Weekly exit tickets and reflections</p> <p>Final showcase of bridge</p>	<p>Ongoing</p> <p>Week 9-10</p>
Connect	<p><b>Self- Management</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Manage personal factors influencing emotions in a range of contexts including learning</li> <li>Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks</li> <li>Talk About It Development modules: Navigating Relationships, Thriving in Puberty and Discovering Identity</li> </ul>		