

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><b><u>Discussing and Responding to Literature</u></b> Students will:</p> <ul style="list-style-type: none"> <li>Listen to, read and analyse a range of biographies by different authors.</li> <li>investigate ways in which authors use text structure, language features and strategies to create effects.</li> <li>Write a biography on a chosen hero using language features such as complex sentences, expanded noun groups, pronoun referencing and quotes to develop and expand on ideas.</li> </ul>	<p><b>Reading Comprehension</b> Analysing a Biography</p> <p><b>Writing Task</b> Create a Biography</p>	<p>Week 7</p> <p>Week 9-10</p>
Mathematics	<p><b><u>Number, Fractions and Decimals, Patterns and Algebra and Measurement and Geometry</u></b> Students will:</p> <ul style="list-style-type: none"> <li>Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and decimals.</li> <li>Connect and convert between decimals, fractions and percentages.</li> <li>Calculate a percentage of a quantity and work out percentage discounts.</li> <li>Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles.</li> <li>Explore the use of brackets and order of operations to write number sentences.</li> </ul>	<p><b>Angles Assessment</b></p> <p><b>Number Assessment</b></p>	<p>Week 5</p> <p>Week 8</p>
Science	<p><b><u>Physical Science – Reversible and Irreversible Change</u></b> Students will:</p> <ul style="list-style-type: none"> <li>Investigate the relationship between the growth and survival of living things and the physical conditions of the environment.</li> <li>Investigate the impact of the surrounding environment on living things and the implications for decision making.</li> <li>Develop Scientific Inquiry Skills through structured experiments.</li> </ul>	<p><b>Science Investigation</b></p>	<p>Week 9</p>
Geography	<p><b><u>Connecting Australia to the World</u></b> Students will:</p> <ul style="list-style-type: none"> <li>Take a global view of geography and build their understanding of the concepts for geographic understanding of place, space and interconnections.</li> <li>Learn about the locations of major countries in the world and explore and compare Australian and countries in South-East Asia, in terms of economic, demographic and social characteristics.</li> </ul>	<p><b>Investigation</b></p>	<p>Ongoing</p>
Physical Education	<p><b><u>Touch Down</u></b></p> <ul style="list-style-type: none"> <li>Students will be introduced to the specific skills, rules and game plays associated with NFL Flag and Lacrosse.</li> </ul>	<p><b>Observation checklists</b></p>	<p>Ongoing</p>

<p><b>LOTE</b></p>	<p><b><u>Dream House</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Compare the differences between Chinese and Australian housing and living environments.</li> <li>• Learn to introduce and describe their dream houses in Chinese.</li> <li>• Compare the differences between Chinese and Australian homes</li> <li>• Introduce the different rooms in their house.</li> <li>• Provide simple descriptions of their houses.</li> </ul>	<p><b>Item 1</b> Reading and Listening Quiz <b>Item 2</b> Written assessment - house planning and Presentation</p>	<p>Week 5  Weeks 7-10</p>
<p><b>Drama</b></p>	<p><b><u>Term Three/Four:</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Identify situation, roles, relationships, tension and focus of a play and selected scene.</li> <li>• Memorise lines.</li> <li>• Utilise both vocal and physical expression to demonstrate their understanding of their role within a scene.</li> <li>• Collaboratively work in groups and present a section of the script conveying human context, tension, focus, through voice and movement.</li> <li>• Respond by deconstructing their scene and identifying the elements of drama, further annotating their script by applying emotions, movement and vocal choices to develop ideas for character and blocking.</li> <li>• Demonstrate their understanding of the style, stage presence, character and relationships with other characters.</li> <li>• Utilise the space to inform the audience of situation, roles and relationships.</li> <li>• Select stage set and props and costume to support their performance.</li> </ul>	<p><b>Performance and Response Portfolio</b></p>	<p>Ongoing</p>
<p><b>Music</b></p>	<p><b><u>Term Three/Four:</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Continue to build 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> <li>• Use and demonstrate different rhythms against contrasting parts on bucket drums.</li> </ul>	<p><b>Performance and Response Portfolio</b></p>	<p>Ongoing</p>