

ENGLISH (ACARA – C2C v5)

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1. <b>Analysing and creating persuasive texts (U1)</b> <i>'The Local Persuader'</i>	1 Wk 1 – 5	Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.		<b>Monitoring Task:</b> Students will examine ways persuasive language features are used to influence an audience	<b>Appreciative Level (On My Own)</b> Evaluating	
2. <b>Investigating characters (U2)</b> <i>'Matty Forever'</i>	1 Wk 6 - 10	In this unit students listen to, view and read a short narrative, a digital book and a novel to explore authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.	<b>Learning Intention:</b> <b>We are learning to</b> <ul style="list-style-type: none"> <li>Examine ways persuasive language features are used to influence an audience.</li> <li>Use persuasive language features to influence an audience.</li> </ul> <b>Success Criteria:</b> <b>I can:</b> <ul style="list-style-type: none"> <li>write paragraphs including:                             <ul style="list-style-type: none"> <li>Topic sentence (1 Main Idea)</li> <li>Supporting Sentences</li> </ul> </li> <li>identify a persuasive text structure (receptive) – Introduction/Body/Conclusion</li> <li>identify and use language features:                             <ul style="list-style-type: none"> <li>Modal verbs and adverbs</li> <li>Adjectives</li> <li>Technical Language</li> <li>Extended Vocabulary</li> </ul> </li> <li>make connections to gain a literal and inferring understanding.</li> <li>identify an author's point of view and create my own point of view on a particular topic.</li> <li>edit my work effectively and independently.</li> <li>develop experiences, events, information and ideas in my writing.</li> </ul>	<b>Imaginative Narrative</b> Students will write an imaginative narrative on a familiar theme of 'friendship' that develops characters.	<b>Appreciative Level (On My Own)</b> Connecting and Summarising	
3. <b>Exploring personal experiences through events (U3)</b> <i>'Shack that dad built'</i> <i>'Stolen Girl'</i> <i>'Peasant Prince'</i>	2 Wk 1 - 5	In this unit students explore a literary text that deals with an ethical situation. They make inferences about characters' feelings and use comprehension strategies to answer questions about the text. They write a persuasive letter that links to the literary text.	<b>Learning Intention:</b> <b>We are learning to</b> write a persuasive letter <b>Success Criteria:</b> <b>I can:</b> <ul style="list-style-type: none"> <li>Follow the structure</li> <li>State my point of view in the introduction</li> <li>Develop 3 main ideas to justify my point of view in the body</li> <li>Write a conclusion to restate my point of view</li> <li>Use 5 paragraphs</li> <li>Use evaluative language</li> <li>Modal verbs and adverbs</li> <li>Subject specific vocabulary</li> <li>Punctuation</li> <li>Make text-to-self and text-to-text connections</li> <li>Write appropriately for my audience</li> <li>Sequence my point of view clearly</li> <li>Write clauses with subject and verb agreement</li> <li>Start every sentence with a capital letter and finish it with a full stop</li> </ul>	<b>Persuasive Letter (Written)</b> Students will write a letter to persuade a known audience.	<b>Evaluative Level (Author &amp; Me)</b> Connecting & Evaluating	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion	
4. Exploring procedures (U4) 'Fantastic Mr Fox'	2 Wk 6 - 10	In this unit students listen to, read, view and analyse informative and literary texts and create and present a spoken procedure by a character.	<p><b>Learning Intention:</b>  <b>We are learning to</b> create and present a spoken procedure</p> <p><b>Success Criteria:</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Use language features to link and sequence ideas                             <ul style="list-style-type: none"> <li>○ Verbs</li> <li>○ Commands</li> <li>○ Informal and formal language</li> <li>○ Present tense</li> </ul> </li> <li>• Identify the characters, events, information and ideas in a text</li> <li>• Use an appropriate structure                             <ul style="list-style-type: none"> <li>○ Introduction – formal</li> <li>○ Body – informal language, procedure</li> <li>○ Conclusion – formal</li> </ul> </li> <li>• Engage the audience by communicating clearly                             <ul style="list-style-type: none"> <li>○ Tone</li> <li>○ Pace</li> <li>○ Pitch</li> <li>○ Volume</li> </ul> </li> <li>• Maintain the role of the character</li> <li>• Find a part of the story where the characters will follow my procedure</li> </ul>	<p><b>Procedural Presentation – Informative response oral</b></p> <p>Students will create and present a spoken procedure by a character from a story, where the character is explaining how to do something.</p>	<p><b>Literal (Right There) and Inferential (Author and Me) Levels</b></p> <p>Activating Prior Knowledge and Connecting</p>		
5. Examining imaginative texts (U6) 'Kumiko and the Dragon'	3 Wk 1-5	Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.	<p><b>Reading Comprehension</b></p> <p><b>Learning Intention</b>  <b>We are learning to</b> comprehend a story to evaluate the language features and images used.</p> <p><b>Success Criteria:</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Identify language features                             <ul style="list-style-type: none"> <li>○ nouns and noun groups</li> <li>○ verbs and verb groups</li> <li>○ verb tense– Present</li> </ul> </li> <li>○ Evaluate language features                             <ul style="list-style-type: none"> <li>○ nouns and noun groups</li> <li>○ verbs and verb groups</li> <li>○ verb tense– Present</li> </ul> </li> <li>○ Describe how author has used language features to create different effects.</li> <li>○ Use comprehension strategies                             <ul style="list-style-type: none"> <li>○ connecting</li> <li>○ visualising</li> <li>○ inferring</li> </ul> </li> <li>○ Describes image composition</li> <li>○ Use language features and images to describe the mood.</li> </ul>	<p><b>Creating a Multimodal Text</b></p> <p><b>Learning Intention</b>  <b>We are learning to</b> create a multi-modal imaginative text</p> <p><b>Success Criteria:</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Create a character</li> <li>○ Plan my story</li> <li>○ Create images to help the reader understand the events and know the characters.</li> <li>○ Write using correct narrative structure: Orientation, complication, resolution.</li> <li>○ Use a range of sentence types.                             <ul style="list-style-type: none"> <li>○ Simple</li> <li>○ Compound</li> <li>○ Complex</li> </ul> </li> <li>○ Use present tense</li> <li>○ Use Noun groups to develop character and events</li> <li>○ Use punctuation correctly</li> <li>○ Edit my writing</li> </ul> <p>Use paragraphs that contain 1 main idea</p>	<p><b>Reading Comprehension – Short Answer Questions</b></p> <p>Students will comprehend a story, drawing on knowledge of context, text structure and language features and to evaluate language and images in the text.</p> <p><b>Creating a Multimodal Text – Poster/multimodal presentation</b></p> <p>Students will create a multimodal imaginative text overcoming a fear, using software. (PowerPoint Narrative)</p>	<p><b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b></p> <p>Connecting, Inferring, Visualising</p> <p><b>Appreciative (On My Own) Level</b></p> <p>Connecting, Visualising, Questioning, Inferring</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
6. Examining stories from different perspectives (U5) <i>'The Lorax'</i>	3 Wk 6-10	Students listen to, view, read and compare a range of stories, with a different focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.	○	<p><b>Comprehending Traditional Stories (Monitoring)</b> Students will read a traditional story and use comprehension strategies to infer meaning and evaluate the narrative.</p> <p><b>Retelling a Narrative from a Different Perspective (Monitoring)</b> Students will prepare a spoken retell of a familiar narrative from the perspective of another character in the text.</p>	<p><b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b> Connecting, Visualising, Inferring</p> <p><b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b> Summarising, Connecting, Visualising</p>	
7. Engaging with poetry (U7) <i>'Magic Beach'</i>	4 Wk 1 - 5	Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students will write and present an adaptation of a poem to an audience using appropriate speaking skills.	<p><b>Learning Intention:</b> <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>Identify language features and devices used in a poem and explain how they create imagery and mood.</li> <li>Use language features and devices to create an adaptation of a poem.</li> <li>Present our poems to engage the audience.</li> </ul> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>Use comprehension strategies to identify and use language features and devices to explain/create mood and imagery.                             <ul style="list-style-type: none"> <li>adjectives</li> <li>noun groups</li> <li>alliteration</li> <li>onomatopoeia</li> <li>personification</li> </ul> </li> <li>Write a poem including:                             <ul style="list-style-type: none"> <li>Title</li> <li>2 introduction sentences – describe the setting</li> <li>3 stanzas – I can see/hear/feel</li> <li>2 concluding sentences – describe the overall mood</li> </ul> </li> <li>Write to engage the audience – use language features, devices and patterns.</li> <li>Present my poem in an engaging manner.</li> <li>Use cursive writing consistently.</li> <li>Write words using familiar spelling patterns and rules.</li> </ul>	<p><b>Writing and Presenting Poetry – Imaginative Response (Oral)</b> Students will write and present an adaptation of a poem.</p>	<p><b>Literal (Right There), Inferential (Author &amp; Me) and Evaluative (Author &amp; Me) Levels</b> Visualising, Questioning, Connecting, Skimming, Scanning</p>	Excursion – Japanese Gardens <i>Risk Assessment</i>
8. Reading, responding to and writing people's stories. (U8) <i>Oz Notables</i>	4 Wk 6 - 10	Students listen to, read, view, write and create a range of imaginative letters set in the past about people and their experiences. Students write responses to letters demonstrating the use of text structures and language features of letters.		<p><b>Collection of Letters (Monitoring)</b> Students will write responses to letters in-role as characters, taking into account particular settings and events.</p>	<p><b>Appreciative (On My Own) Level</b> Evaluating, Connecting, Visualising</p>	

UNIT	MODE	Aspects of the Achievement Standard - ENGLISH															
		Receptive							Productive								
		Understand how content can be organised using different text structures depending on the purpose of the text.	Understand how language features, images and vocabulary choices are used for different effects.	Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information.	Use phonics and word knowledge to fluently read more complex words.	Identify literal and implied meaning connecting ideas in different parts of a text.	Select information, ideas and events in texts that relate to their own lives and to other texts.	Listen to others' views and respond appropriately using interaction skills.	Understand how language features are used to link and sequence ideas.	Understand how language can be used to express feelings and opinions on topics.	Their texts include writing and images to express and develop, in some detail experiences, events, information, ideas and characters.	Create a range of texts for familiar and unfamiliar audiences.	Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.	Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.	Use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately.	Re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning.	Write using joined letters that are accurately formed and consistent in size.
1. Analysing and creating persuasive texts	<i>Persuasive response - written</i>																
2. Investigating characters	<i>Exam/Test Imaginative response</i>																
	<i>Imaginative response - written</i>																
3. Exploring personal experiences through events	<i>Persuasive response - written</i>																
	<i>Exam/Test (monitoring)</i>																
4. Exploring procedures	<i>Informative response - oral</i>																
5. Examining imaginative texts	<i>Short answer questions</i>																
	<i>Poster/Multimodal presentation</i>																
6. Examining stories from different perspectives	<i>Retell - oral (monitoring)</i>																
7. Engaging with poetry	<i>Imaginative response - oral</i>																
8. Reading, responding to and writing people's stories	<i>Imaginative response - written</i>																

## HEALTH AND PHYSICAL EDUCATION (ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>PBL – STAR values</b>	1 & 2	Weekly STAR value explicitly taught and modelled.	Review of whole school PBL data to determine areas of strength and weakness.	<b>Treat Days:</b> T1 – Teddy Bear’s Picnic T2 – PJs & Movie T3 – Disco T4 – Inflatables
<b>1. HEALTH Feeling Safe (Y3 U2)</b>	1	In this unit, students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe. Students will: <ul style="list-style-type: none"> <li>determine the difference between feeling safe and unsafe</li> <li>establish personal safety guidelines in relation to private parts of the body</li> <li>develop the concept of children’s rights</li> <li>examine how rules and laws contribute to safety</li> <li>develop an awareness of the environment by recognising safety clues</li> <li>understand how emotional responses vary in depth and strength in different situations</li> <li>investigate strategies to reduce bullying and promote positive interaction</li> <li>investigate the effects of risk taking behaviour</li> <li>understand the concept of culture</li> <li>examine their school culture and determine how they contribute towards a positive school culture.</li> </ul> This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.	<b>Research</b> Students respond to a stimulus picture to investigate how emotional responses vary and understand how to interact positively with others. They use decision making and problem solving skills to select and demonstrate strategies to help them stay safe. The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>understand how to interact positively with others</li> <li>investigate how emotional responses vary.</li> <li>use decision making and problem solving skills to select and</li> <li>demonstrate strategies that help them stay safe.</li> </ul>	
<b>2. HEALTH I am Healthy and Active (Y3 U4)</b>	2	In this unit students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives. Students will: <ul style="list-style-type: none"> <li>examine different types of physical activity and the benefits to health and wellbeing</li> <li>explore strategies to stay healthy and active</li> <li>examine the concept of sedentary behaviour and how to reduce inactivity</li> <li>investigate strategies to increase physical activity levels and improve health and wellbeing</li> <li>examine how personal identities can be strengthened in challenging situations</li> <li>participate in games and physical activities to experience health and wellbeing benefits.</li> </ul>	<b>Supervised assessment</b> Students complete a supervised assessment. They examine strategies to achieve healthy and active strategies and read case studies to assist the characters in the case studies to apply these strategies to their activity routine. The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>understand the benefits of being fit and physically active</li> <li>use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.</li> </ul>	<b>Swimming – Glennie Pool</b> <i>Variation to school routine</i> <i>Risk assessment</i>

**PHYSICAL EDUCATION  
YEAR A (EVEN YEARS)**

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
<b>CARNIVALS</b>	1 - 4	Zone - Cross Country, Swimming, Athletics Inter-house Swimming Red Ball Tennis Challenge		<b>Variation to school routine Risk Assessment</b>
<b>1. PHYSICAL ACT</b> <b>Criss, Cross Skipping (Y4 U1)</b>	1	In this context, students practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They also examine the benefits of being fit and physically active and how they relate to skipping. Students: <ul style="list-style-type: none"> <li>combine fundamental movement skills with the elements of movement to develop skipping skills</li> <li>refine body movements and apply movement concepts to perform skipping skills and tricks in a sequence</li> <li>examine the benefits of skipping</li> </ul> <i>Students will participate in Cross Country preparation and training.</i>	The assessment will gather evidence of the students' ability to: <ul style="list-style-type: none"> <li>understand the benefits of being healthy and physically active</li> <li>perform movement sequences using fundamental movement skills and the elements of movement</li> </ul>	
<b>2. PHYSICAL ACT</b> <b>Athletics</b>	2	Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. Students: <ul style="list-style-type: none"> <li>develop and combine fundamental movement skills to form athletic sequences</li> <li>become familiar with the elements of movement and their use in athletic sequences.</li> <li>create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement</li> <li>develop athletic-movement sequences in authentic running, jumping and throwing situations.</li> </ul>	The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>perform movement sequences using fundamental movement skills and the elements of movement</li> <li>create a movement sequences using fundamental movement skills and the elements of movement.</li> </ul>	
<b>3. PHYSICAL ACT</b> <b>Having a ball (Y3 U3)</b>	3	In this unit, students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students: <ul style="list-style-type: none"> <li>develop and refine the fundamental movement skills of throwing and catching</li> <li>explore and develop the concepts and strategies of Fast 4 newcombe</li> <li>develop strategies for working cooperatively and applying rules fairly</li> <li>solve movement challenges.</li> </ul>	The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>apply strategies for working cooperatively and apply rules fairly</li> <li>refine fundamental movement skills and movement concepts and strategies in a variety of physical activities</li> <li>solve movement challenges.</li> </ul>	
<b>4. PHYSICAL ACT</b> <b>Touch Football</b>	4	In this unit, students perform the refined fundamental movement skills of touch football and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students: <ul style="list-style-type: none"> <li>develop and refine the fundamental movement skills of dodging, passing, draw and pass and playing the ball.</li> <li>explore and develop the concepts and strategies of Touch Football</li> <li>develop strategies for working cooperatively and applying rules fairly and solve movement challenges.</li> </ul>	The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>apply strategies for working cooperatively and apply rules fairly</li> <li>refine fundamental movement skills and movement concepts and strategies in dodging, passing, draw and pass and playing the ball.</li> <li>solve movement challenges.</li> </ul>	

Unit	Aspects of the Achievement Standard – HEALTH AND PHYSICAL EDUCATION YEAR A (EVEN YEARS)									
	Recognise strategies for managing change.	Identify influences that strengthen identities.	Investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.	Interpret health messages and discuss the influences on healthy and safe choices.	Understand the benefits of being healthy and physically active.	Describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.	Apply strategies for working cooperatively and apply rules fairly.	Use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.	Refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	Create and perform movement sequences using fundamental movement skills and the elements of movement.
1. <b>Criss, Cross Skipping</b> (Physical)										
2. <b>Feeling Safe</b> (Health)										
3. <b>Athletics</b> (Physical)										
4. <b>Having a ball</b> (Physical)										
5. <b>I am healthy and active</b> (Health)										
6. <b>Touch Football</b> (Physical)										

**PHYSICAL EDUCATION CONT  
YEAR B (ODD YEARS)**

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
<b>CARNIVALS</b>	1 - 4	Zone - Cross Country, Swimming, Athletics Inter-house Swimming Red Ball Tennis Challenge		<b>Variation to school routine Risk Assessment</b>
<b>1. PHYSICAL ACT Bat, catch, Howzat! (Y4 U3)</b>	1	Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games. Students: <ul style="list-style-type: none"> <li>understand and develop strategies for working cooperatively and apply rules fairly in striking/fielding physical activity contexts</li> <li>develop and refine striking/fielding game skills and apply concepts in active play and minor games</li> </ul> apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges in striking/fielding games. Cross Country Preparation and Training	The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>apply strategies for working cooperatively and apply rules fairly</li> <li>refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities</li> <li>solve movement challenges.</li> </ul>	
<b>2. PHYSICAL ACT Athletics</b>	2	Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. Students: <ul style="list-style-type: none"> <li>develop and combine fundamental movement skills to form athletic sequences</li> <li>become familiar with the elements of movement and their use in athletic sequences.</li> <li>create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement</li> <li>develop athletic-movement sequences in authentic running, jumping and throwing situations.</li> </ul>	The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>perform movement sequences using fundamental movement skills and the elements of movement</li> <li>create a movement sequences using fundamental movement skills and the elements of movement.</li> </ul>	
<b>3. PHYSICAL ACT Soccer</b>	3	In this unit, students perform the refined fundamental movement skills of soccer and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students: <ul style="list-style-type: none"> <li>develop and refine the fundamental movement skills of dribbling, passing and juggling</li> <li>explore and develop the concepts and strategies of soccer</li> <li>develop strategies for working cooperatively and applying rules fairly</li> <li>solve movement challenges.</li> </ul>	The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>apply strategies for working cooperatively and apply rules fairly</li> <li>refine fundamental movement skills and movement concepts and strategies in dribbling, passing and juggling</li> </ul> solve movement challenges	
<b>4. PHYSICAL ACT Netball</b>	4	In this unit, students perform the refined fundamental movement skills of Netball and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students: <ul style="list-style-type: none"> <li>develop and refine the fundamental movement skills of chest pass, bounce pass and shoulder pass</li> <li>explore and develop the concepts and strategies of Netball</li> <li>develop strategies for working cooperatively and applying rules fairly</li> <li>solve movement challenges.</li> </ul>	In this unit, students perform the refined fundamental skills of Netball and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students: <ul style="list-style-type: none"> <li>develop and refine the fundamental movement skills of chest pass, bounce pass and shoulder pass</li> <li>explore and develop the concepts and strategies of Netball</li> <li>develop strategies for working cooperatively and applying rules fairly</li> <li>solve movement challenges.</li> </ul>	

Unit	Aspects of the Achievement Standard – HEALTH AND PHYSICAL EDUCATION YEAR B (ODD YEARS)									
	Recognise strategies for managing change.	Identify influences that strengthen identities.	Investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.	Interpret health messages and discuss the influences on healthy and safe choices.	Understand the benefits of being healthy and physically active.	Describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.	Apply strategies for working cooperatively and apply rules fairly.	Use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.	Refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	Create and perform movement sequences using fundamental movement skills and the elements of movement.
<b>1. Howzat!</b> (Physical)										
<b>2. Feeling Safe</b> (Health)										
<b>3. Athletics</b> (Physical)										
<b>4. Soccer</b> (Physical)										
<b>5. I am healthy and active</b> (Health)										
<b>6. Netball</b> (Physical)										

**HUMANITIES AND SOCIAL SCIENCES (ACARA – C2C v8)**

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. Our unique communities (U1)</b>	1	In this unit students: <ul style="list-style-type: none"> <li>• identify individuals, events and aspects of the past that have significance in the present</li> <li>• identify and describe aspects of their community that have changed and remained the same over time</li> <li>• explain how and why people participate in and contribute to their communities</li> <li>• identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>• pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>• sequence information about events and the lives of individuals in chronological order</li> <li>• communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</li> </ul>	<b>Research</b> Students will conduct an inquiry to answer the following inquiry question: How and why are ANZAC Day commemorations significant for different groups?	
<b>2. Exploring places near and far (U2)</b>	2	In this unit, students: <ul style="list-style-type: none"> <li>• identify connections between people and the characteristics of places</li> <li>• describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places</li> <li>• interpret data to identify and describe simple distributions and draw simple conclusions</li> <li>• record and represent data in different formats, including labelled maps using basic cartographic conventions</li> <li>• describe the importance of making decisions democratically and propose individual action in response to a democratic issue</li> <li>• explain the role of rules in their community and share their views on an issue related to rule-making</li> <li>• communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li> </ul>	<b>Collection of Work</b> Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.	

Unit	Aspects of the Achievement Standard – HUMANITIES AND SOCIAL SCIENCES													
	Identify individuals, events and aspects of the past that have significance in the present	Identify and describe aspects of their community that have changed and remained the same over time	Describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places	Identify connections between people and the characteristics of places	Explain the role of rules in their community and the importance of making decisions democratically	Identify the importance of different celebrations and commemorations for different groups	Explain how and why people participate in and contribute to their communities	Pose questions and locate and collect information from sources, including observations, to answer these questions	Examine information to identify a point of view and interpret data to identify and describe simple distributions	Draw simple conclusions and share their views on an issue	Sequence information about events and the lives of individuals in chronological order	Record and represent data in different formats, including labelled maps using basic cartographic conventions	Reflect on their learning to suggest individual action in response to an issue or challenge	Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms
<b>1. Our unique communities</b>														
<b>2. Exploring places near and far</b>														

## LANGUAGES – INDONESIAN (Essential Learnings)

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
1. Indonesian Basics, Language & Culture “Di luar dan di keliling kota”	1 & 2	<b>Out and About: Di luar dan di keliling kota</b> <ul style="list-style-type: none"> <li>Numbers 0-20</li> <li>Greetings for different times of the day (selamat pagi, selamat siang, selamat sore)</li> <li>Asking how are you and responding (Apa kabar? Baik-baik saja, biasa saja)</li> <li>Saying how old you are (Saya berumur ... tahun)</li> <li>My name is ...(Nama saya ...)</li> <li>Colours</li> <li>Transport</li> <li>Responding to Where do you live? (Saya tinggal di ...)</li> <li>Responding to What grade are you in? (Saya di kelas ...)</li> <li>Family</li> <li>Friends</li> </ul>	<ul style="list-style-type: none"> <li>Respond to teacher’s questions (listening and speaking)</li> <li>Respond through singing, chanting and actions (speaking)</li> <li>Guessing games</li> <li>Make a small poster introducing yourself (name, age, I go to school by ...) and read it to the class. (reading, writing and speaking)</li> </ul>	
2. Indonesian Basics, Language & Culture “Di luar dan di keliling kota”	3 & 4	<b>Out and About: Di luar dan di keliling kota</b> <ul style="list-style-type: none"> <li>Expressing likes and dislikes</li> <li>Favourite pastimes</li> <li>Pets</li> <li>Days and months</li> <li>Saying the date</li> <li>The weather</li> <li>Telling the time</li> <li>Food and going to the market</li> <li>Shops</li> <li>Places around town</li> <li>Directions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a story “Ke Kota” and publish a mini-book called “Kotaku” (My City) about Toowoomba, read to a partner and present to the class (reading, writing, listening and speaking)</li> </ul>	

**MATHEMATICS (ACARA – C2C v5)**

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1.	1 Wk 1 - 5	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Using units of measurement — interpret and use a calendar, tell time to 5 minute intervals, measure length with non-standard units, identify one metre as a standard metric unit, represent a metre, measure with metres</li> <li>Number and place value — count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall addition facts, add 2-digit numbers, represent and solve addition problems.</li> </ul>		<p><b>Match visual representations to numerals (Monitoring)</b> Collect information about students’ ability to:</p> <ul style="list-style-type: none"> <li>Tell time to 5-minute intervals</li> <li>Match analogue and digital clock times to 5-minute intervals</li> <li>Recall of addition facts with single digit numbers and related subtraction facts</li> <li>Partition three-digit numbers into standard place value parts</li> <li>Partition three-digit numbers into non-standard place value parts</li> <li>Add and subtract two-digit numbers</li> </ul> <p>Consult with students about their ability to:</p> <ul style="list-style-type: none"> <li>Represent time on analogue and digital clocks (5-minute intervals)</li> <li>Partition numbers in standard and non-standard ways</li> <li>Use efficient mental strategies to add and subtract two-digit numbers</li> </ul> <p><b>Counting and Comparing Numbers</b> To count and compare numbers based on concepts associated with place value and to solve problems using an understanding of numbers.</p>		
2.	1 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — add two-digit &amp; single digit numbers, add and subtract two-digit &amp; three-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts, recall addition number facts &amp; related subtraction facts</li> <li>Data representation and interpretation — collect simple data, record data in lists &amp; tables, display data in a column graph, interpret &amp; describe outcomes of data investigations</li> <li>Chance — identify everyday events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments</li> <li>Using units of measurement — select units to measure &amp; compare lengths, identify the need for standard units, represent one metre, measure in metres.</li> </ul>	<p><b>Conduct a Chance Experiment</b> <b>Learning Intention:</b> <b>We are learning to...</b> Collect, record and interpret data</p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>List possible outcomes of a chance experiment</li> <li>Collect and record data in a table using tally marks</li> <li>Find similarities and differences in data sets</li> <li>Explain why data from chance experiments can differ</li> </ul> <p><b>Solving addition and subtraction problems:</b> <b>Learning Intention:</b> <b>We are learning to...</b> Apply our knowledge of place value and problem solving strategies to solve addition and subtraction problems</p> <p><b>Success Criteria:</b> <b>I Can:</b></p> <ul style="list-style-type: none"> <li>Complete part-part-whole models to match addition and subtraction problems</li> <li>identify addition and subtraction word problems</li> <li>apply known strategies to solve addition and subtraction problems</li> <li>record and explain my thinking</li> </ul>	<p><b>Conduct a Chance Experiment:</b> Students will collect and interpret data from simple chance experiments.</p> <p><b>Solving addition and subtraction problems</b> Students will identify and recognise the connection between additive concepts and solve problems using a range of strategies</p>	<p><b>Literal (Right There) Level</b> Activating Prior Knowledge, Inferring</p> <p><b>Literal (Right There) Level</b> Activating Prior Knowledge, Connecting</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
3.	2 Wk 1 - 5	<ul style="list-style-type: none"> <li>Shape — identify &amp; describe the features of familiar 3D objects, make models of 3D objects</li> <li>Number and place value — represent, compare, order &amp; partition 3-digit numbers, use place value to add &amp; subtract numbers, recall addition number facts, add &amp; subtract 3-digit numbers, add &amp; subtract numbers eight &amp; nine, solve addition &amp; subtraction word problems</li> <li>Patterns and algebra — infer pattern rules from familiar number patterns, identify &amp; continue additive number patterns, identify missing elements in number patterns</li> <li>Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters &amp; eighths of shapes &amp; collections, represent thirds of shapes &amp; collections.</li> </ul>		<p><b>Number patterns (Monitoring)</b> Students will identify odd and even numbers, justify why a number is odd or even and to identify, continue and describe number patterns</p>	<p><b>Literal (Right There) and Applied (Think and Search) Levels</b> Activating Prior Knowledge, Visualising</p>	
4.	2 Wk 6 - 10	<ul style="list-style-type: none"> <li>Number and place value — represent, order, and partition 3-digit numbers, investigate 1000, count to &amp; beyond 1000, recall multiplication facts, double &amp; halve multiples of ten</li> <li>Location and transformation — represent positions on a simple grid map, show full, half &amp; quarter turns on a grid map, describe positions in relation to key features, represent movement &amp; pathways on a simple grid map</li> <li>Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations</li> <li>Money and financial mathematics — count collections of coins &amp; notes, make &amp; match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.</li> </ul>	<p><b>Learning Intention:</b> <b>We are learning to....</b></p> <ul style="list-style-type: none"> <li>Recall addition and subtraction facts.</li> <li>Apply our understanding of place value to partition, rearrange and regroup numbers.</li> </ul> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>Recall addition and subtraction facts.</li> <li>Represent numbers on a number expander.</li> <li>Read, write and represent three-digit numbers in a variety of ways</li> <li>Identify place value of digits within a number.</li> <li>Partition and regroup numbers in a variety of ways</li> <li>Explain my thinking</li> </ul>	<p><b>Adding, Subtracting and Partitioning Numbers – Short Answer Questions</b> Students will add, subtract and partition numbers and solve problems using additive thinking and place value understanding.</p>	<p><b>Literal (Right There) Level</b> Activating Prior Knowledge, Connecting</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
5	3 Wk 1 - 5	<ul style="list-style-type: none"> <li>Students develop understandings of:</li> <li>Number and place value — count in sequences beyond 1000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations</li> <li>Money and financial mathematics — represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals</li> <li>Fractions and decimals — represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths</li> <li>Location and transformation — identify and describe examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical, use appropriate language to describe features of 2D shapes</li> </ul>		<p><b>Money – Short Answer Questions (eAssessment)</b> Students will demonstrate the ability to represent money combinations, select appropriate coins and notes and calculate change.</p> <p><b>Multiplication Fair – Assignment/Project</b> Students will represent multiplication and solve multiplication problems using a range of strategies.</p>	<p><b>Evaluative (Author &amp; Me) Level</b> Evaluating, Visualising, Connecting</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria		Assessment	Comprehension Demands	Risk Assessment &/or Excursion
6	3 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Using units of measurement — measure using metres, compare, order and measure the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the minute</li> <li>Patterns and algebra — identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction</li> <li>Number and place value — recall addition and subtraction number facts, add and subtract with multiples of 10 and 100, add and subtract two-digit and three-digit numbers, add two-digit numbers using a written strategy.</li> </ul>	<p><b>Measurement Units:</b> <b>Learning Intention:</b> <b>We are learning to</b></p> <p><b>Success Criteria:</b> <b>I Can:</b></p> <ul style="list-style-type: none"> <li>measure length, mass and capacity</li> <li>Order objects based on measurements</li> <li>convert measurements into different units</li> <li>estimate capacity</li> <li>add measurements to get a total</li> <li>explain my thinking and reasoning</li> </ul> <p><b>Telling Time</b> <b>Learning Intention:</b> <b>We are learning to</b></p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>write time using both analogue and digital representations</li> <li>identify and match digital and analogue representations of time</li> <li>interpret timetables for a purpose</li> <li>understand the relationship between seconds, minutes and hours</li> </ul> <p>calculate duration of time</p>	<p><b>Pattern Problem Solving</b> <b>Learning Intention:</b> <b>We are learning to</b></p> <p><b>Success Criteria:</b> <b>I can :</b></p> <ul style="list-style-type: none"> <li>recall number facts</li> <li>identify odd and even numbers</li> <li>write number sentences</li> <li>continue and create number patterns using both addition and subtraction</li> <li>Share my thinking</li> </ul>	<p><b>Measurement units – Short Answer Questions</b> Students will use metric units for length, mass and capacity.</p> <p><b>Patterns and Problem Solving – Short Answer Questions</b> Students will classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.</p> <p><b>Telling time – Short Answer Questions</b> Students will tell time to the nearest minute and solve problems involving time.</p>	<p><b>Literal (Right There) Level</b> Activating Prior Knowledge</p> <p><b>Literal (Right There) and Applied (Think &amp; Search) Levels</b> Activating Prior Knowledge, Connecting</p> <p><b>Applied (Think &amp; Search) Level</b> Evaluating</p> <p><b>Literal (Right There) Level</b> Activating Prior Knowledge, Skimming, Scanning</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria		Assessment	Comprehension Demands	Risk Assessment &/or Excursion
7	4 Wk 1 - 5	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use ‘part-part-whole’ thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems</li> <li>Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions</li> <li>Location and transformation — represent symmetry, interpret simple maps and plans</li> <li>Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays</li> <li>Chance — explore the language of chance, make predictions based on data displays</li> </ul>	<p><b>Unit Fractions and Multiplication</b>  <b>Learning Intention:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>Use efficient strategies to solve multiplication and division facts.</li> <li>Model and represent unit fractions.</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>recall 2s, 3s, 5s, 10s multiplication and division facts using a range of efficient strategies: <ul style="list-style-type: none"> <li>fact families</li> <li>arrays</li> <li>ROTE</li> <li>diagrams</li> <li>think boards</li> </ul> </li> <li>Identify the numerator and denominator in a fraction.</li> <li>Partition a collection into equal parts. (fractions)</li> <li>Record Fractions symbolically</li> <li>Explain why one fraction is larger than another.</li> <li>Explain equal parts in fractions. <ul style="list-style-type: none"> <li>Pictorially</li> <li>Numerically</li> </ul> </li> </ul>	<p><b>Grids Maps and Symmetry</b>  <b>Learning Intentions:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>Interpret simple grid maps</li> <li>Show position and pathways on simple grid maps</li> <li>Identify and represent symmetry in the environment.</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>Use positional language to describe the location of objects on a simple map.</li> <li>Use and follow directional language to describe and draw pathways on grid maps.</li> <li>Write directions to and from given locations on a grid map.</li> <li>Communicate position using grid references.</li> <li>Read the legend on a map.</li> <li>Identify symmetry in everyday objects and shapes.</li> <li>Draw lines of symmetry.</li> <li>Use symmetry to complete a shape.</li> </ul>	<p><b>Unit Fractions and Multiplication – Short Answer Questions</b>  Students will recall multiplication facts for single digit numbers, solve problems using efficient strategies for multiplication and model and represent unit fractions.</p> <p><b>Grid Maps and Symmetry – Short Answer Questions</b>  Students will match positions on maps with given information and identify symmetry in the environment</p>	<p><b>Literal (Right There) Level</b>  Activating Prior Knowledge, Skimming, Scanning</p> <p><b>Literal (Right There) Level</b>  Activating Prior Knowledge, Connecting</p>	
8	4 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations</li> <li>Shape — make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces</li> <li>Money and financial mathematics — represent money values in multiple ways, count the change required for simple transactions to the nearest five cents</li> <li>Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute, investigate the relationship between units of time</li> <li>Number and place value — recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use ‘part-part-whole’ thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts</li> </ul>	<p><b>Learning Intentions:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>Name, label and describe the geometrical features of 3 dimensional shapes</li> <li>Create and draw 3 dimensional models</li> <li>Identify and describe angles</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>Name 3 dimensional shapes</li> <li>Identify and describe geometrical features</li> <li>Create and draw 3 dimensional models</li> <li>Identify the smallest and largest angles</li> <li>Recognise square (right) angles</li> <li>Describe turns</li> <li>Explain the relationship between angles and turns</li> </ul>		<p><b>Three-Dimensional Objects and Angles – Assignment/Project</b>  Students will make a model of a three-dimensional object and recognise angles in real situations.</p>	<p><b>Literal (Right There) Level</b>  Activating Prior Knowledge, Scanning</p> <p><b>Literal (Right There) Level</b>  Visualising, Connecting, Questioning</p>	

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard – MATHS																
			Recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication.	Model and represent unit fractions.	Represent money values in various ways.	Identify symmetry in the environment.	Match positions on maps with given information.	Recognise angles in real situations.	Interpret and compare data displays.	Count to and from 10000.	Classify numbers as either odd or even.	Recall addition and multiplication facts for single-digit numbers.	Correctly count out change from financial transactions.	Continue number patterns involving addition and subtraction.	Use metric units for length, mass and capacity.	Tell time to the nearest minute.	Make models of three-dimensional objects.	Conduct chance experiments and list possible outcomes.	Conduct simple data investigations for categorical variables.
1.	Counting and comparing numbers	Short answer questions																	
2.	Solving addition and subtraction problems	Short answer questions																	
	Conduct a chance experiment	Short answer questions																	
3.	Number patterns (monitoring)																		
4.	Adding, subtracting and partitioning numbers	Short answer questions																	
5.	Multiplication fair	Short answer questions																	
6.	Measurement units	Short answer questions																	
	Patterns and problem solving	Short answer questions																	
7.	Unit fractions and multiplication	Short answer questions																	
	Grid maps and symmetry	Short answer questions																	
8.	Three-dimensional objects and angles	Assignment/Project																	

## SCIENCE (ACARA – C2C v5)

Unit	Term	Outline	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<b>1. Is it living? (U1)</b>	1	Students understand what constitutes a living thing and understand that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features including never living things, once living things and products of living things. Students use their science knowledge to explain the effects of actions by people in local environments. They identify questions that can be investigated scientifically, make predictions and participate in investigations to answer these questions. Students identify and use safe practices to make scientific observations and record data about living and non-living things to help answer the investigation question. Students use scientific language and representations to communicate their observations and findings.	<b>Is it Living?</b> (Collection of Work) Students will describe features common to living things and use science knowledge to identify effects of a proposed action. They will pose questions that can be investigated and make relevant predictions. They will also collect and present observations and communicate using scientific language.	<b>Evaluative Level (Author and Me)</b> Predicting, Questioning and Connecting	<b>Excursion – Amaroo</b> <i>Variation to school routine</i> <i>Risk Assessment</i>
<b>2. Spinning Earth (U2)</b>	2	Students investigate the effect of the Earth's rotation on its axis in relation to the position of the sun. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. Students consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth's rotation. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples used knowledge of the Earth's movement in their traditional lives. Students explore the relationship between the sun and the Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	<b>The sun, Earth and us</b> (Multimodal presentation) Students will explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and how people use knowledge of the movement of Earth in their lives. Students will use diagrams and other representations to communicate these ideas.		
<b>3. Hot stuff (U3)</b>	3	Students will investigate how heat energy is produced and the behaviour of heat when it transfers from an object or area to another. They will explore how heat can be observed by touch and that formal measurements of heat (temperature) can be taken, using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will consider everyday questions about heat energy and conduct a range of investigations to solve them. Students will plan and conduct investigations about heat and heat energy transfer and will collect data safely, using appropriate equipment to record measurements. They will represent their data in tables and simple column graphs, to identify trends, explain their results and reflect on the fairness of their investigations. Students will understand the importance of science investigations to respond to questions.	<b>Heat it Up: Scientific Report</b> Students will use knowledge of the behaviour of heat to explain observations and describe how they can use science investigations to respond to questions. Students will follow investigation procedures to collect quantitative data, represent data and consider the fairness of the investigation.	<b>Applied Level (Think and Search)</b> Connecting and Inferring	<b>Risk Assessment</b> <i>Candles, heating (microwave), warm water, sun - melting</i>
<b>4. What's the matter? (U4)</b>	4	Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including posing questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students identify that science is involved in describing patterns and relationships in the way solids and liquids behave. They recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of solids and liquids in their everyday lives.	<b>Solids and Liquids – Exam/Test</b> Students will demonstrate their knowledge of how solids and liquids change state involving heat in an investigation and a supervised assessment. They will follow investigation procedures to make a prediction, consider safety, suggest possible reasons for findings and consider the fairness of the investigation. Students will also describe why solids and liquids change state and draw labelled diagrams.	<b>Evaluative (Author &amp; Me) Level</b> Inferring, Questioning, Evaluating	<b>Risk Assessment</b> <i>Heating (microwave), warm water, Melted food</i>

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard - SCIENCE					
			Use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations.	Group living things based on observable features and distinguish them from non-living things.	Describe how they can use science investigations to respond to questions.	Use their experiences to identify questions and make predictions about scientific investigations.	Follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data.	Describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.
1	Investigating living things	<i>Supervised assessment</i>						
2	Investigating the sun, Earth and us	<i>Poster/Multi-modal presentation</i>						
3	Understanding heat	<i>Experimental investigation</i>						
4	Investigating solids and liquids	<i>Supervised assessment</i>						

**TECHNOLOGY - DIGITAL (ACARA – C2C v8)**

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. What digital systems do you use? (U1)</b>	2	In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. They will: <ul style="list-style-type: none"> <li>• identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data</li> <li>• define simple problems and identify needs</li> <li>• develop technical skills in using a visual programming language to create a digital solution</li> <li>• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language</li> <li>• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game</li> <li>• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs</li> <li>• develop skills in computational and systems thinking when solving simple problems and creating solutions.</li> </ul>	<b>Portfolio</b> Students will demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.	

**TECHNOLOGY – DESIGN (ACARA – C2C v8)**

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. Repurpose It! (U1)</b>	1	In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.	<b>Portfolio</b> Students will apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.	<b>Risk Assessment</b> <i>Needles, Scissors, Pins (Sewing)</i>

**THE ARTS – MUSIC (DHSS & C2C V8)**

Topic & Outline		Terms	Assessment	Risk Assessment &/or Excursion
<b>Rhythm and Metre</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Ta, Ti Ti, Za, Tika Tika, Too</li> <li>• 2m 4m</li> </ul>	<b>Pitch and Melody</b> <ul style="list-style-type: none"> <li>• Singing Vs Speaking</li> <li>• Staff – steps and skips</li> <li>• <i>d m sl</i></li> </ul>	1 - 4	Monitoring of the individual progress of students using checklists.	
<b>Form</b> <ul style="list-style-type: none"> <li>• Phrase</li> <li>• Question and Answer</li> <li>• Same, Similar and Different</li> <li>• Canon</li> <li>• Introduction</li> </ul>	<b>Partwork</b> <ul style="list-style-type: none"> <li>• Beat and Rhythm</li> <li>• 4B Ostinato</li> <li>• Rhythmic Ostinato</li> <li>• Melodic Ostinato</li> <li>• Rhythmic and Melodic Canons (2 parts)</li> </ul>			
<b>Instruments</b> <ul style="list-style-type: none"> <li>• Untuned Percussion</li> <li>• Xylophones</li> <li>• Recorders A C D'</li> </ul>	<b>Expression</b> <ul style="list-style-type: none"> <li>• Fast/slow</li> <li>• Piano (p) / forte (f)</li> </ul>			

THE ARTS (ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. Drama - Country/Place (U2)	1	In this unit, students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus. Students will: explore ideas and narrative structures in Dreaming stories and Before Before Time stories through roles and situations and use empathy in their own improvisations and devised drama use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place shape and perform dramatic action using narrative structures and tension in devised and scripted drama identify intended purposes and meaning of drama using the elements of drama to make comparisons.	<b>Collection of Work</b> Students will devise, perform and respond to dram about Country/Place.	
2. Media Arts – Persuade to Protect (U1)	2	In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images. Students will: <ul style="list-style-type: none"> <li>explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place</li> <li>experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production</li> <li>present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches</li> <li>describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<b>Collection of Work</b> Students will explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.	<b>Excursion – Japanese Gardens</b> <i>Risk Assessment</i>

UNIT	ASS ITEM	MODE	Aspect of Achievement Standard – THE ARTS							
			DRAMA	Students describe and discuss similarities and differences between drama they make, perform and view.	Discuss how they and others organise elements of drama in their drama.	Use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama.	Collaborate to plan, make and perform drama that communicates ideas.	MEDIA ART	Describe and discuss similarities and differences between media artworks they make and view.	Discuss how and why they and others use images, sound and text to make and present media artworks.
1	Drama – Country/Place	<i>Collection of work</i>								
2	Media Arts – Persuade to Protect	<i>Collection of work</i>								