

ENGLISH – (ACARA – C2C v5)

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<b>1. Investigating Author’s Language in a Familiar Narrative (U1)</b>	1 Wk 1 - 5	Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.	<p><b>We are learning to</b> Write a new chapter for ‘The Twits’.</p> <p><b>Success Criteria:</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Create a plot outline.</li> <li>• Sequence events logically to amuse my audience.</li> <li>• Use language features to enrich the text.</li> <li>• Use paragraphs.</li> <li>• Consistently write in past tense.</li> <li>• Use punctuation marks.</li> <li>• Use direct and indirect speech.</li> <li>• Proofread and edit to improve meaning.</li> <li>• Use cohesive devices (pronouns, text connectives).</li> <li>• Write a description for an illustration.</li> <li>• Use a variety of sentences;                             <ul style="list-style-type: none"> <li>- Simple</li> <li>- Compound</li> <li>- Complex</li> </ul> </li> </ul>	<p><b>A New Chapter – Written</b></p> <p>Students will create an imaginative new chapter for a book.</p>	<p><b>Inferential (Author &amp; Me) and Appreciative (On My Own) Levels</b></p> <p>Visualising, Connecting, Inferring</p>	
<b>2. Examining Humour in Poetry (U2)</b>	1 Wk 6 - 10	In this unit, students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.	<p><b>We are learning to</b> interpret and evaluate a humorous poem.</p> <p><b>Success Criteria:</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>• Identify poetic structures and language features and poetic devices.</li> <li>• Use metalanguage to explain the use of language features and poetic devices.</li> <li>• Explain the use of images to support a poem.</li> <li>• Identify literal and inferred meaning within a poem.</li> <li>• Form an opinion and justify using examples from the poem.</li> </ul>	<p><b>Reading Comprehension: Interpret and Evaluate a Humorous Poem – Exam/Test</b></p> <p>Students will interpret and evaluate a humorous poem for its characteristic features.</p>	<p><b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b></p> <p>Connecting, Visualising</p>	
<b>3. Examining Traditional Stories from Asia (U3)</b>	2 Wk 1 - 5	In this unit students read and analyse traditional stories from Asia. They will demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories from Asia. Students will plan and write a traditional story which includes a moral for a younger audience.	<p><b>Learning Intention:</b></p> <p><b>We are learning to</b> plan and write a traditional story including a moral for a younger audience.</p> <p><b>Success Criteria:</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Use detail to extend ideas</li> <li>○ Use language features:                             <ul style="list-style-type: none"> <li>○ Noun groups/phrases</li> <li>○ Descriptive verbs</li> <li>○ Pronouns</li> <li>○ Text connectives</li> <li>○ Adverbs/adverb groups</li> <li>○ Prepositional phrases</li> </ul> </li> <li>○ Include information about setting and characters</li> <li>○ Use direct speech</li> <li>○ Narrative genre</li> <li>○ Edit my work</li> <li>○ State the moral in my story</li> </ul>	<p><b>Write a Traditional Story which includes a moral for a younger audience – Imaginative Audience, Written</b></p> <p>Students will plan and write a traditional story which includes a moral for a younger audience.</p>	<p><b>Appreciative (On My Own) Level</b></p> <p>Connecting, Questioning, Visualising, Evaluating</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<b>4. Understanding Aboriginal Peoples' and Torres Strait Islander Peoples' Stories (U4)</b>	2 Wk 6 - 10	In this unit, students listen to, read and view information and stories from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing, identifying language features, ideas, relationships and messages in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories. In the assessment task, students create an informative multimodal presentation providing information and views on a selected story from Aboriginal peoples' or Torres Strait Islander peoples' history and culture.	<p><b>Learning Intention:</b> <b>We are learning to</b> create and deliver an informative multimodal presentation.</p> <p><b>Success Criteria:</b> <b>I can:</b> <b>Create a multimodal presentation:</b></p> <ul style="list-style-type: none"> <li>○ Analyse an Aboriginal or Torres Strait Islander story</li> <li>○ Write a brief overview of the story</li> <li>○ Evaluate the language features used, including: <ul style="list-style-type: none"> <li>○ Text connectives</li> <li>○ Pronouns</li> <li>○ Cohesive devices</li> <li>○ Adverbs</li> <li>○ Prepositional phrases</li> <li>○ Adjectives</li> </ul> </li> <li>○ Express my point of view</li> <li>○ Make text-to-text connections to explain the message of the story</li> </ul> <p><b>Multimodal Presentation:</b></p> <ul style="list-style-type: none"> <li>○ Use clear language</li> <li>○ Use appropriate volume</li> <li>○ Use appropriate multimodal elements, including: <ul style="list-style-type: none"> <li>○ Visual</li> <li>○ Print</li> <li>○ Audio</li> </ul> </li> </ul>	<p><b>Informative Multimodal Presentation – Informative Response, Oral</b> Students will create and deliver an informative multimodal presentation about an Aboriginal people's or Torres Strait Islander peoples' story.</p>	<p><b>Applied (Think &amp; Search) Level</b> Questioning, Connecting, Visualising, Evaluating</p>	
<b>5. Exploring Recounts Set in the Past (U5)</b>	3 Wk 1 - 5	Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different perspectives. There are two monitoring tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.	<p><b>Learning Intention:</b> <b>We are learning to</b> compare texts by identifying text structure and language features used.</p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Identify language features</li> <li>○ Identify text structure</li> <li>○ State and opinion</li> <li>○ Communicate literal and inferred meaning in a text</li> <li>○ Compare the effectiveness of the language features and text structures used</li> <li>○ I can justify using metalanguage</li> </ul>	<p><b>Comprehending Historical Recounts (Monitoring)</b> Students will read historical recounts, answer comprehension questions and identify language features used to engage the audience.</p> <p><b>Spoken Presentation (Monitoring)</b> Students will deliver a spoken recount in role as a character from a particular historical context.</p>	<p><b>Evaluative (Author &amp; Me) Level</b> Evaluating, Connecting, Questioning, Synthesising</p> <p><b>Appreciative (On My Own) Level</b> Connecting, Questioning, Summarising</p>	
<b>6. Exploring a Quest Novel (U6)</b>	3 Wk 6 - 10	Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students will also write a short response explaining how the author represents the main character in an important event in the quest novel.	<p><b>Learning Intention:</b> <b>We are learning to</b> explain how the author creates and develops a main character in an important event.</p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Use correct punctuation and grammar in a sentence.</li> <li>○ Write a compound sentence.</li> <li>○ Identify and use a range of language features.</li> <li>○ Explain language features enrich the text.</li> <li>○ Use evidence from the text to support my writing.</li> <li>○ Describe literal and inferred meaning.</li> <li>○ Edit my work for improvement (spelling, grammar, punctuation)</li> </ul>	<p><b>Written Response – Informative Response, Written</b> Students will explain how the author of a quest novel represents the main character in an important event.</p>	<p><b>Inferential (Author &amp; Me) and Applied (Think &amp; Search) Levels</b> Connecting, Questioning, Summarising, Synthesising, Predicting</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<p><b>7. Examining Persuasion in Advertisements (U7)</b></p>	<p>4 Wk 1 - 5</p>	<p>In this unit, students understand how to recognise and analyse characteristic ideas, language and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students will understand how to navigate around a website identifying text, navigation, layout and links, which are used and contribute to the effectiveness of still image and moving image advertisements. As a group they will take part in a panel discussion about the persuasive techniques used in advertisements.</p>	<p><b>Listening and Viewing Comprehension:</b>  <b>Learning Intention:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>• Use language features (metalinguage) to describe the way ideas are expressed in different forms (in different advertisements).</li> <li>• Make connections between the ways different authors may represent similar story lines.</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose and the audience of an advertisement.</li> <li>• Identify the persuasive language elements                             <ul style="list-style-type: none"> <li>○ Noun/noun groups</li> <li>○ Questions</li> <li>○ Commands</li> <li>○ Verb/verb groups</li> </ul> </li> <li>• Identify visual elements                             <ul style="list-style-type: none"> <li>○ Framing</li> <li>○ Placement</li> <li>○ Colour</li> <li>○ Size</li> <li>○ Camera angle</li> </ul> </li> <li>• Literal meaning of ad</li> <li>• Inferred meaning of ad</li> <li>• Write my opinion using evidence</li> <li>• Use language features to compare advertisements</li> </ul>	<p><b>Listening and Viewing Comprehension – Short Answer Questions</b>                      Students will interpret and evaluate the persuasive techniques including persuasive language features and devices, visual elements and audio effects in television advertisements.</p> <p><b>Panel Discussion (Monitoring)</b>                      Students will research, analyse, evaluate and present a panel discussion on persuasive techniques used in an online advertisement.</p>	<p><b>Literal (Right There), Inferential (Author &amp; Me) and Evaluative (Author &amp; Me) Levels</b>                      Connecting, Questioning, Scanning, Evaluating</p> <p><b>Applied (Think &amp; Search) and Appreciative (On My Own) Levels</b>                      Summarising, Synthesising, Connecting</p>	
<p><b>8. Examining Persuasion in Product Packaging (U8)</b></p>	<p>4 Wk 6 - 10</p>	<p>Students will understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students will use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal and write a text to promote their cereal.</p>	<p><b>Learning Intention:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>• Use language features (metalinguage) to describe the way ideas are expressed in different forms of packaging.</li> <li>• Make connections between the ways different authors/designers may advertise their products.</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose and the audience of the product</li> <li>• Identify the persuasive language elements                             <ul style="list-style-type: none"> <li>○ Noun/noun groups</li> <li>○ Prepositional phrases</li> <li>○ Statements</li> <li>○ Nutritional information</li> <li>○ Poetic devices</li> </ul> </li> <li>• Identify visual elements                             <ul style="list-style-type: none"> <li>○ Framing</li> <li>○ Placement</li> <li>○ Colour</li> <li>○ Size</li> <li>○ Fonts</li> <li>○ Layout</li> </ul> </li> <li>• Literal meaning of product packaging</li> <li>• Inferred meaning of product packaging</li> <li>• Write my opinion using evidence</li> <li>• Use language features to compare product packaging</li> </ul>	<p><b>Reading and Viewing Comprehension – Short Answer Questions</b>                      Students will identify and interpret the persuasive language features and visual elements of a product’s packaging.</p>	<p><b>Literal (Right There), Inferential (Author &amp; Me), Evaluative (Author &amp; Me) and Appreciative (On My Own) Levels</b>                      Skimming, Scanning, Connecting, Questioning, Evaluating</p>	

UNIT	MODE	Aspects of the Achievement Standard - ENGLISH										
		Receptive						Productive				
		Understand that texts have different text structures depending on purpose and context.	Explain how language features, images and vocabulary are used to engage the interest of audiences.	Describe literal and implied meaning connecting ideas in different texts.	Fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.	Express preferences for particular types of texts, and respond to others' viewpoints.	Listen for and share key points in discussions.	Use language features to create coherence and add detail to their texts.	Understand how to express an opinion based on information in a text.	Create texts that show understanding of how images and detail can be used to extend key ideas.	Create structured texts to explain ideas for different audiences.	Make presentations and contribute actively to class and group discussions, varying language according to context.
1. Investigating author's language in a familiar narrative	<i>Written</i>											
	<i>Reading comprehension (monitoring)</i>											
2. Examining humour in poetry	<i>Exam/Test</i>											
3. Examining traditional stories from Asia	<i>Imaginative response - written</i>											
4. Understanding Aboriginal peoples' and Torres Strait Islander peoples' stories	<i>Informative response - oral</i>											
5. Exploring recounts set in the past	<i>Comparative short answer – written (monitoring)</i>											
	<i>Recount – oral (monitoring)</i>											
6. Exploring a quest novel	<i>Informative response - written</i>											
	<i>Imaginative response – online discussion (monitoring)</i>											
7. Examining persuasion in advertisements	<i>Short answer questions</i>											
	<i>Informative discussion – oral (monitoring)</i>											
8. Examining persuasion in product packaging	<i>Short answer questions</i>											
	<i>Informative design (monitoring)</i>											

HEALTH AND PHYSICAL EDUCATION (ACARA – C2C v8)

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
<b>PBL – STAR values</b>	1 – 4	Weekly STAR value explicitly taught and modelled.	Review of whole school PBL data to determine areas of strength and weakness – analysed fortnightly and discussed at PBL team meetings.	<b>Treat Days:</b> Sem 1 – Bowling Sem 2 - Movies
<b>1. HEALTH Making Healthy Choices (Y4 U1)</b>	1	In this unit students will identify strategies to keep healthy and improve fitness. They will explore the Australian Guide to Healthy Eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages. Students will: <ul style="list-style-type: none"> <li>• review what is meant by being healthy</li> <li>• identify strategies that help keep people healthy and well</li> <li>• identify the five food groups.</li> <li>• understand the health benefits of food</li> <li>• understand the benefits of healthy food choices</li> <li>• recognise strategies that assist in making healthy food choices</li> <li>• explore healthy breakfast choices</li> <li>• understand how health messages influence choices</li> <li>• promote healthy food/meal choices.</li> </ul>	<b>Research</b> Students complete an assignment. They analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity. The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>• recognise strategies for managing change</li> <li>• interpret health messages and discuss the influences on healthy and safe choices</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>2. HEALTH Netiquette and Online Protocols (Y4 U4)</b>	3	In this unit students examine and interpret health information about cybersafety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people’s use of digital technologies and online communities, and identify resources available locally to support their safety. Students will: <ul style="list-style-type: none"> <li>• examine the need to balance the time spent using electronic devices and playing outdoors</li> <li>• recognise the health benefits and risks of interacting in online communities</li> <li>• examine how personal information is used and shared online</li> <li>• review websites and interpret health messages about cybersafety</li> <li>• explore how their online behaviours and actions affect their digital footprint</li> <li>• examine different types of communication they use on the internet and how to display good manners towards others.</li> </ul> This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.	<b>Collection of work</b> Students will complete a series of tasks relating to a single cohesive context. They will interpret health messages related to cybersafety and discuss the influences on safe online choices. They will identify resources to support their online safety. The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>• interpret health messages and discuss the influences on healthy and safe choices</li> <li>• describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.</li> </ul>	

**PHYSICAL EDUCATION (ACARA – C2C V8)**  
**(YEAR A 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. 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> <b>Students will participate in Cross Country preparation and training.</b>	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. 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. 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. 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</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 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>Athletics</b> (Physical)										
3. <b>Making Healthy Choices</b> (Health)										
4. <b>Having a ball</b> (Physical)										
5. <b>Touch Football</b> (Physical)										
6. <b>Netiquette and online protocols</b> (Health)										

**PHYSICAL EDUCATION CONT  
YEAR B (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. 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. 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. 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	

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
4. Netball	4	<p>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.</p> <p>Students:</p> <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>	<p>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.</p> <p>Students:</p> <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.
1. Howzat! (Physical)										
2. Athletics (Physical)										
3. Making Healthy Choices (Health)										
4. Soccer (Physical)										
5. Netball (Physical)										
6. Netiquette and online protocols (Health)										

YEAR 4 SPORT – SPORTSMANSHIP

Term	Focus	Risk Assessment &/or Excursion
1	<b>Sportsmanship</b> – What does it take to be a sportsperson? Building dispositions through sport and games	
2	<b>Athletics</b> – Building and developing skills in preparation for Athletics Carnival. Focus on sportsmanship – encouraging and supporting classmates.	
3	<b>Sportsmanship</b> – What does it take to be a sportsperson? Building dispositions through sport and games	
4	<b>Swimming</b> – Water confidence, technique and stroke correction.	<p><b>Glennie Pool</b>                      Variation to school routine                      Risk Assessment</p>



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

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. Early exploration and settlement (U1)</b>	1	In this unit, students: <ul style="list-style-type: none"> <li>draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of <i>terra nullius</i>.</li> <li>analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment</li> <li>make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia</li> <li>investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people</li> <li>examine the purpose of laws and distinguish between rules and laws</li> <li>explore the diversity of different groups in their local community</li> <li>consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul>	<b>Portfolio</b> Students will explain aspects of life before, during and after European settlement of Australia.	
<b>2. Using places sustainably (U2)</b>	2	In this unit, students: <ul style="list-style-type: none"> <li>explore the concept of 'place' with a focus on Africa and South America</li> <li>describe the relative location of places at a national scale</li> <li>identify how places are characterised by their environments</li> <li>describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments</li> <li>propose actions for caring for the environment and meeting the needs of people.</li> </ul>	<b>Research</b> Students will conduct an inquiry to answer the following question: How can people use environments more sustainably?	

Unit	Aspects of the Achievement Standard – HUMANITIES AND SOCIAL SCIENCES																
	Recognise the significance of events in bringing about change and the importance of the environment	Explain how and why life changed in the past and identify aspects of the past that have remained the same	Describe the experiences of an individual or group in the past	Describe and compare the diverse characteristics of different places at local to national scales	Identify the interconnections between components of the environment and between people and the environment	Identify structures that support their local community and recognise the importance of laws in society	Describe factors that shape a person's identity and sense of belonging	Identify different views on how to respond to an issue or challenge	Develop questions to investigate	Locate and collect information and data from different sources, including observations to answer these questions	When examining information, they distinguish between facts and opinions and detect points of view	Interpret data and information to identify and describe distributions and simple patterns and draw conclusions	Share their points of view, respecting the views of others	Sequence information about events and the lives of individuals in chronological order with reference to key dates	Sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions	Reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action	Present ideas, findings and conclusions using discipline-specific terms in a range of communication forms
1. <b>Australia before, after and during European settlement</b>																	
2. <b>Using places sustainably</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, 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 then 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>Number and place value — make connections between representations of numbers, partition &amp; combine numbers flexibly, recall multiplication facts, formulate, model &amp; record authentic situations involving operations, compare large numbers, generalise from number properties &amp; results of calculations &amp; derive strategies for unfamiliar multiplication tasks</li> <li>Fractions and decimals — communicate sequences of simple fractions</li> </ul> <p>Using units of measurement (Time) — use appropriate language to communicate times, compare time durations &amp; use instruments to accurately measure lengths.</p>		<p><b>Place Value, Fractions and Operations (Monitoring)</b> Students will locate fractions on a number line, describe number patterns and recall multiplication facts.</p>	<p><b>Literal Level (Right There)</b> Activating Prior Knowledge, Connecting</p>	
2.	1 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — make connections between representations of numbers, partition &amp; combine numbers flexibly, recall multiplication facts, formulate, model &amp; record authentic situations involving operations, compare large numbers with each other, generalise from number properties &amp; results of calculations &amp; derive strategies for unfamiliar multiplication &amp; division tasks</li> <li>Patterns and algebra — use properties of numbers to continue patterns</li> <li>Chance — compare dependent and independent events, describe probabilities of everyday events</li> <li>Data representation and interpretation — collect &amp; record data, communicate information using graphical displays &amp; evaluate the appropriateness of different displays.</li> </ul>	<p><b>We are learning to</b></p> <ul style="list-style-type: none"> <li>Accurately recall mult and div facts.</li> <li>Use efficient strategies to solve mult and div problems.</li> <li>Show and explain our thinking.</li> </ul> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>Accurately recall mult and div facts.</li> <li>Explain and show my thinking.</li> <li>Check my work using another strategy.</li> <li>Work out unknowns in a number sentence.</li> <li>Use a variety of strategies;                             <ul style="list-style-type: none"> <li>Split,</li> <li>Jump,</li> <li>Compensate,</li> <li>Turn-around,</li> <li>Estimate,</li> <li><b>Array</b> (Area Model)</li> <li>Part-Part-Whole</li> </ul> </li> </ul>	<p><b>Number and Location Mathematical Inquiries – Written</b> Students use simple strategies to reason and solve number inquiry questions.</p> <p><b>Abundant Numbers – Written</b> Students will recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division.</p> <p><b>What are the Chances? – Written</b> Students will identify dependent and independent events and explain the change of everyday events occurring.</p>	<p><b>Applied Level (Think &amp; Search)</b> Connecting, Questioning</p> <p><b>Literal Level (Right There)</b> Activating Prior Knowledge, Connecting</p> <p><b>Literal Level (Right There)</b> Connecting, Synthesising</p>	
3.	2 Wk 1 - 5	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — recognise, read &amp; represent 5-digit numbers, identify &amp; describe place value in 5-digit numbers, partition numbers (standard &amp; non-standard), make connections between representations of 5-digit numbers, compare &amp; order 5-digit numbers, identify odd &amp; even numbers, make generalisations about the properties of odd and even numbers, make generalisations about the 4 operations and odd &amp; even numbers, extend fluency &amp; recall of 3s, 6s, 9s facts, solve multiplication &amp; division problems, revise informal recording methods &amp; strategies used for calculations, apply mental &amp; written strategies to computation.</li> <li>Fractions and decimals — develop understanding of proportion &amp; relationships between fractions in the halves family &amp; thirds family, count &amp; represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts.</li> <li>Shape — explore properties of 2D shapes including polygons &amp; quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons &amp; combined shapes using tangrams.</li> </ul>	<p><b>Learning Intention:</b> <b>We are learning to</b> identify and understand odd and even numbers and their function in the four operations.</p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>Identify odd and even numbers</li> <li>Understand the function of odd and even numbers with addition</li> <li>Understand the function of odd and even numbers with subtraction</li> <li>Understand the function of odd and even numbers with multiplication</li> <li>Understand the function of odd and even numbers with division</li> </ul>	<p><b>Why is it odd? – Short Answer Questions</b> Students will use the relationships between the four operations and odd and even numbers.</p>	<p><b>Literal (Right There) Level</b> Activating Prior Knowledge, Visualising</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
4.	2 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Location and transformation – investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction &amp; movement, find locations using turns &amp; everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps &amp; plans, explore mapping conventions, plan &amp; plot routes on maps, explore appropriate units of measurement &amp; calculate distances using scales.</li> <li>Geometric reasoning – identify angles, construct &amp; label right angles, identify &amp; construct angles not equal to a right angle, mark angles not equal to a right angle.</li> <li>Number and place value – consolidate place value understanding of 5-digit numbers, compare &amp; order 5-digit numbers, revise addition &amp; subtraction concepts, solve addition &amp; subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems,</li> <li>Money and financial mathematics – read &amp; represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases &amp; the calculation of change, explore Asian currency &amp; calculate foreign currencies.</li> </ul>	<p><b>Learning Intention:</b>  <b>We are learning to</b> recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>Recall 2,3,4,5,6,9, and 10 number facts.</li> <li>Read a legend on a map and understand and locate symbols.</li> <li>Decide on the best positions for attractions / services to be located by knowing where these places are needed and will be used.</li> <li>Understand the reasons that certain organisations/services are located in specific areas.</li> <li>Be able to use compass points to describe position.</li> <li>Convert scale into real distance.</li> <li>Classify angles according to greater or less than a right angle.</li> </ul>	<p><b>Understanding Number and Place Value (Monitoring)</b>                      Students will demonstrate place value understanding and apply it to computation.</p> <p><b>Gnome Land – Short Answer Questions</b>                      Students will recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p>	<p><b>Literal (Right There) Level</b>                      Activating Prior Knowledge, Visualising</p> <p><b>Applied Level (Think &amp; Search)</b>                      Connecting, Questioning</p>	
5.	3 Wk 1 - 5	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change.</li> <li>Number and place value - model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families.</li> <li>Fractions and decimals - partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators.</li> <li>Location and transformation - investigate different types of symmetry, analyse and create symmetrical designs.</li> </ul>	<p><b>Learning Intention:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>Locate familiar fractions on number line</li> <li>Recognise common equivalent fractions</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>Recognise and represent a simple fraction</li> <li>Solve problems using partitioning</li> <li>Represent and locate fractions on number line</li> <li>Add and divide mixed numbers</li> <li>Convert mixed numbers and equivalent fractions</li> <li>Explain my thinking</li> <li>Solve multistep problems</li> </ul>	<p><b>Sizzling Symmetry (Monitoring)</b>                      Students will show flip, slide and turn symmetry and identify lines of symmetry in objects.</p> <p><b>Fraction fit – Short Answer Questions</b>                      Students will apply fraction understanding to represent fraction families and equivalent fractions and to solve simple fraction problems.</p>	<p><b>Literal (Right There) Level</b>                      Activate Prior Knowledge, Visualising</p> <p><b>Literal (Right There) and Applied (Think &amp; Search)</b>                      Connecting, Scanning, Visualising</p>	
6.	3 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Using units of measurement - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement</li> <li>Shape - compare the areas of regular and irregular shapes using informal units of area measurement</li> <li>Fractions and decimals – model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals</li> <li>Number and place value - apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations</li> <li>Patterns and algebra - use equivalent addition and subtraction number sentences to find unknown quantities.</li> </ul>	<p><b>Learning Intention:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>compare areas of regular and irregular shapes using informal units.</li> <li>use scaled instruments to measure temperature, mass, capacity and length.</li> <li>recall multiplication and division facts.</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>Recall multiplication and division facts</li> <li>Order areas from smallest to largest</li> <li>Create shapes of similar area</li> <li>Record and compare on a scaled instrument                             <ul style="list-style-type: none"> <li>Length</li> <li>Temperature</li> <li>Mass</li> <li>Capacity</li> </ul> </li> <li>Justify the capacity of an object</li> </ul>	<p><b>Measure it up – Short Answer Questions</b>                      Students will compare areas of regular and irregular shape using informal units and to use scaled instruments to measure temperature, length, shape and objects. Students will recall multiplication and division facts.</p>	<p><b>Literal (Right There) Level</b>                      Visualising, Connecting</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>Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read &amp; write decimals, identify fractions &amp; corresponding &amp; decimals, compare &amp; order decimals (to hundredths)</li> <li>Chance - describe the likelihood of everyday chance events, order events on a continuum</li> <li>Data representation and interpretation - write questions to collect data, collect &amp; record data, display &amp; interpret data</li> <li>Patterns and algebra — Patterns and algebra - investigate &amp; describe number patterns, solve word problems &amp; use equivalent multiplication &amp; division number sentences to find unknown quantities.</li> <li>Number and place value - calculate addition &amp; subtraction using a range of mental &amp; written strategies, recall multiplication &amp; related division facts, calculate multiplication &amp; division using a range of mental &amp; written strategies, solve problems involving the four operations.</li> </ul>	<p><b>Deadly Decimals:</b>  <b>Learning Intention:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>Recognise that the place value system extends to the tenths and hundredths. Make connections between fractions and decimal notation.</li> <li>... about tenths and hundredths and how to represent them using fractions, decimals and diagrams.</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>Write a decimal as a number and in words</li> <li>Write a fraction as a number and in words</li> <li>Connect decimals and fractions</li> <li>Write a decimal that is one tenth and one hundredth more or less than a decimal</li> <li>Write equivalent fractions</li> <li>Represent decimals and fractions as a diagram</li> <li>Place and order fractions and decimals on a number line</li> <li>Identify the largest possible decimal</li> <li>Order decimals and fractions</li> </ul> <p><b>Data Analysers:</b>  <b>Learning Intention:</b>  <b>We are learning to</b> construct suitable data displays from given or collected data include tables and graphs. Evaluate the effectiveness of data displays.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>Construct data displays in tables and graphs</li> <li>Collect data</li> <li>Record data</li> <li>Evaluate data</li> <li>Create an appropriate question to conduct a survey</li> <li>Identify what information is missing</li> <li>Read a legend</li> </ul>	<p><b>Deadly Decimals – Short Answer Questions</b>                      Students demonstrate and explain the connections between fractions and decimals to hundredths.</p> <p><b>Data Analysers – Short Answer Questions</b>                      Students will define the different methods for data collection and representation, and evaluate their effectiveness. They construct data displays from given or collected data.</p>	<p><b>Literal (Right There) Level</b>                      Activating Prior Knowledge, Connecting</p> <p><b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b>                      Activating Prior Knowledge, Scanning, Summarising</p>	
8.	4 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases</li> <li>Shape — measure area of shapes , compare the areas of regular and irregular shapes by informal means</li> <li>Using units of measurement (volume, time) —measure and compare volume, use am and pm notation, solve simple time problems</li> <li>Fractions and decimals — investigate equivalent fractions, make connections between fractions and decimal notation</li> <li>Number and place value — use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers</li> </ul>	<p><b>Learning Intention:</b>  <b>We are learning to</b> solve problems involving purchases and calculate change.</p> <p><b>Success Criteria</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>Identify notes and coins and their value</li> <li>State the cost of an item</li> <li>Add money</li> <li>Subtract money – calculate change</li> <li>Working out a total cost of a number of items</li> <li>Division of money</li> </ul>	<p><b>Purchasing Problems – Short Answer Questions</b>                      Students will solve simple purchasing problems including the calculation of change.</p>	<p><b>Literal (Right There) and Applied (Think &amp; Search) Levels</b>                      Activating Prior Knowledge, Visualising, Connecting</p>	



UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard – MATHS																			
			Choose appropriate strategies for calculations involving multiplication and division.	Recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places.	Solve simple purchasing problems.	Identify and explain strategies for finding unknown quantities in number sentences.	Describe number patterns resulting from multiplication.	Compare areas of regular and irregular shapes using informal units.	Solve problems involving time duration.	Interpret information contained in maps.	Identify dependent and independent events.	Describe different methods for data collection and representation, and evaluate their effectiveness.	Use the properties of odd and even numbers.	Recall multiplication facts to 10x10 and related division facts.	Locate familiar fractions on a number line.	Continue number sequences involving multiples of single-digit numbers.	Use scaled instruments to measure temperatures, lengths, shapes and objects.	Convert between units of time.	Create symmetrical shapes and patterns	Classify angles in relation to a right angle.	List the probabilities of everyday events.	Construct data displays from given or collected data.
1.	Place value, fractions and operations (Monitoring)																					
2.	Abundant numbers	<i>Written</i>																				
	What are the chances?	<i>Written</i>																				
3.	Why is it odd?	<i>Short answer questions</i>																				
4.	Gnome land	<i>Short answer questions</i>																				
5.	Sizzling symmetry (Monitoring)																					
	Fraction fit	<i>Short answer questions</i>																				
6.	Measure it up	<i>Short answer questions</i>																				
7.	Deadly decimals	<i>Short answer questions</i>																				
	Data analysers	<i>Short answer questions</i>																				
8.	Purchasing problems	<i>Short answer questions</i>																				



**SCIENCE (ACARA – C2C v5)**

Unit	Term	Outline	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<b>1. Here Today, Gone Tomorrow (U1)</b>	1	Students explore natural processes and human activity that cause weathering and erosion of the Earth’s surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others’ actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.	<b>Soil Erosion Investigation – Assignment/Project</b> Students will describe the natural processes and human activity that cause changes to the Earth’s surface. Students will plan, conduct and report on an investigation of the erosion process. Students will apply their science understandings to formulate control strategies in real-life situations.	<b>Applied Level (Think and Search)</b> Activating Prior Knowledge, Connecting	
<b>2. Ready, Set, Grow! (U2)</b>	2	Students investigate life cycles. They examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on the survival of the species. Students describe situations where science understanding can influence their own and others’ actions. Students identify investigable questions and predict likely outcomes from their investigations. They discuss ways to conduct investigations safely and make and record observations. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They complete simple reports to communicate their findings.	<b>Mapping Lifecycles and Relationships – Multi-modal presentation</b> Students will understand how relationships of living things impact on their life cycle and describe situations where science understanding can influence actions and organise and communicate data.	<b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b> Skimming, Scanning, Visualising, Summarising	
<b>3. Material Use (U3)</b>	3	Students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. Students will identify investigable questions and predict likely outcomes. Students will use appropriate materials, tools and equipment safely to make and record observations when conducting investigations. Students will represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations. Students will complete simple reports to communicate their findings.	<b>Properties Affecting the use of Ochre – Supervised Assessment</b> Students will investigate and apply the observable properties of ochre to explain how it can be used in real life situations and complete a report communicating their findings.	<b>Literal (Right There), Applied (Think &amp; Search) Levels</b> Activating Prior Knowledge, Inferring, Evaluating, Summarising	
<b>4. Fast Forces! (U4)</b>	4	Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games. They complete games safely in order to collect data. Students use tables and column graphs to organise data and identify patterns so that findings can be communicated. Students also identify situations where science is used to ask questions or to make predictions. They identify how science knowledge of forces helps people understand the effects of their actions.	<b>60-Second Slam – Experimental Investigation</b> Students will investigate how forces can be exerted on an object by either contact or non-contact forces and communicate findings based on data collected.	<b>Applied (Think &amp; Search) Level</b> Inferring, Synthesising, Questioning, Scanning, Summarising	

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard - SCIENCE										
			Apply the observable properties of materials to explain how objects and materials can be used.	Describe how contact and non-contact forces affect interactions between objects.	Discuss how natural processes and human activity cause changes to Earth’s surface.	Describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.	Identify when science is used to understand the effect of their actions.	Follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge.	Describe ways to conduct investigations and safely use equipment to make and record observations with accuracy.	Use provided tables and column graphs to organise data and identify patterns.	Suggest explanations for observations and compare their findings with their predictions	Suggest reasons why a test was not fair.	Use formal and informal ways to communicate their observations and findings.
1	Investigating soil erosion	<b>Assignment/Project</b>											
2	Mapping life cycles and relationships	<b>Research</b>											
3	Investigating properties affecting the use of ochre	<b>Supervised assessment</b>											
4	Investigating contact and non-contact forces	<b>Experimental investigation</b>											

## TECHNOLOGY – DESIGN (MAKER SPACE - ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. Pinball paradise (U3)</b>  <b>MAKER SPACE UNIT</b>	2	<p><b>Engineering principles and systems</b></p> <p>In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used.</p> <p>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating materials, technologies for shaping and joining, and how designs meet people's needs</li> <li>generating and refining design ideas for a pinball machine and a games environment</li> <li>producing a pinball machine that meets the design brief</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others and developing sequenced steps.</li> </ul> <p>Suggested partner unit:</p> <ul style="list-style-type: none"> <li>Science Year 4 Unit 4 – Fast forces</li> </ul>	<p>Students design and make a pinball machine that is fun to play, and design a games environment for pinball machines. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>Explain how designed environments meet needs of communities</li> <li>Describe contributions of people in design and technologies occupations;</li> <li>Describe how engineering principles can be used to make a pinball machine.</li> <li>Explain opportunities for a games environment. Develop design ideas</li> <li>Communicate these using models and annotated drawings and symbols.</li> <li>Identify appropriate technologies</li> <li>Use safe work practices.</li> <li>Plan and sequence major steps in design and production.</li> <li>Evaluate designs against criteria for success.</li> </ul>	

## TECHNOLOGY – DIGITAL (ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. What's your waste footprint? (U2)</b>	2	<p>In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They will:</p> <ul style="list-style-type: none"> <li>recognise different types of data and represent the same data in different ways</li> <li>collect, access and present data as information using simple software (such as spreadsheets)</li> <li>explore and describe how a range of common information systems present data as information to meet personal, school and community needs</li> <li>develop skills in computational and systems thinking when solving problems and creating solutions</li> <li>plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols</li> <li>explain how existing information systems meet personal, school and community needs.</li> <li></li> </ul>	<p><i>Portfolio</i></p> <p>Assessment of student learning will be gathered from completing project work. Students will:</p> <ul style="list-style-type: none"> <li>collect and manage data about lunch rubbish, use software to calculate their waste footprint and create an infographic that displays their data</li> <li>explain how the same data sets can be represented in different ways</li> <li>collect and manipulate different data when creating information and digital solutions</li> <li>describe how existing information systems are used for identified needs</li> <li>safely create and communicate information applying agreed ethical and social protocols.</li> </ul>	

THE ARTS (ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. Visual Arts – Meaning in found objects (U1)</b>  <b>MAKER SPACE UNIT</b>	1	In this unit, students explore the communication of cultural meaning through found objects and surface manipulation. Students will: <ul style="list-style-type: none"> <li>explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks</li> <li>experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions</li> <li>collaborate and plan the presentation of individual sculptures as a mural project</li> <li>compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning.</li> </ul>	Assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>describe and discuss similarities and differences between artworks they make and present</li> <li>describe and discuss similarities and differences between artworks they view</li> <li>discuss how they use visual conventions in artworks</li> <li>discuss how others use visual conventions in artworks</li> <li>collaborate to plan and make artworks that are inspired by artworks they experience</li> <li>use visual conventions, techniques and processes to communicate their ideas.</li> </ul>	
<b>2. Dance – Dance Messages (U2)</b>	1	In this unit, students make and respond to dance by exploring dance used in celebrations from a range of cultures. Students will: <ul style="list-style-type: none"> <li>improvise and structure movement ideas for dance sequences suitable for Australia’s National day using the elements of dance and choreographic devices</li> <li>practise technical skills safely in fundamental movements</li> <li>perform dances using expressive skills to communicate ideas about celebrations and commemorations</li> <li>identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li> </ul>	Assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>describe and discuss similarities and differences between dances for celebration they make, perform and view</li> <li>discuss how they and others organise the elements of dance in dances for celebrations</li> <li>structure movements into dance sequences and use the elements of dance and choreographic devices to represent celebrations</li> <li>collaborate to make dances of celebration and perform with control, accuracy, projection and focus.</li> </ul>	

UNIT	ASS ITEM	MODE	Aspect of Achievement Standard – THE ARTS									
			DANCE	Describe and discuss similarities and differences between dances they make, perform and view.	Discuss how they and others organise the elements of dance in dances depending on the purpose.	Structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood.	Collaborate to make dances and perform with projection control, accuracy, projections and focus.	VISUAL ART	Describe and discuss similarities and differences between artworks they make, present and view.	Discuss how they and others use visual conventions in artworks.	Collaborate to plan and make artworks that are inspired by artworks they experience.	Use visual conventions, techniques and processes to communicate their ideas.
1	Meaning in found objects	<i>Collection of work</i>										
2	Dance Messages	<i>Collection of work</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, Ti Tika</li> <li>• 2m 3m 4m</li> </ul>	<b>Partwork</b> <ul style="list-style-type: none"> <li>• Beat and Rhythm</li> <li>• Rhythmic Ostinato</li> <li>• Melodic Ostinato</li> <li>• Rhythmic and Melodic Accompaniment</li> <li>• Rhythmic and Melodic Canons (3 parts)</li> </ul>	1 - 4	Monitoring of the individual progress of students using checklists.	
<b>Pitch and Melody</b> <ul style="list-style-type: none"> <li>• Singing Vs Speaking</li> <li>• Staff – steps and skips</li> <li>• <i>drm sl</i></li> </ul>	<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>Instruments</b> <ul style="list-style-type: none"> <li>• Untuned Percussion</li> <li>• Xylophones</li> <li>• Recorders E G A B C D'</li> </ul>	<b>Expression</b> <ul style="list-style-type: none"> <li>• Fast/slow</li> <li>• Piano (p) / forte (f)</li> <li>• Staccato / legato</li> </ul>			