



	<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>	<b>Term Four</b>
<b>English</b>	<p><b>Exploring character relationships</b> Students engage with a variety of texts by First Nations Australian, Australian and world authors for enjoyment. Texts include films, digital texts and novels, and explore themes of interpersonal relationships through a range of characters and complex sequences of events that may involve flashbacks and shifts in time. Students explore ways in which a text can reflect time and place, and how ideas are conveyed through characters, setting and events. Students use texts as models to experiment with storylines, characters and settings in an innovation on a narrative, and participate in discussion.</p>	<p>Students engage with a variety of informative texts incorporating texts by First Nations Australian, Australian and world authors. These may include reports, reviews, procedures, biographies and autobiographies. Students explore content about a wide range of topics of interest or topics being studied in other curriculum areas. They identify text structures and features including headings, timelines and images and how these inform the reader and improve access to the information in texts. Students create a report to present to an audience.</p>	<p>Students engage with a variety of print and digital texts including imaginative, informative and persuasive texts, films and dramatic performances that may explore themes of ethical dilemmas in real-world or imagined settings. Texts may include technical information and/or content about a wide range of topics of interest or topics studied in other learning areas, including literature of First Nations Australians and from a wide range of Australian and world authors. Through these texts, students become familiar with the typical stages and language features of arguments and understand how to move beyond making bare assertions by taking account of differing opinions and authoritative sources. They express greater precision of meaning through the use of specialist and technical vocabulary and develop and expand on ideas and opinions using supporting details. They examine point of view, positioning and influence. Students engage in learning experiences to create a persuasive.</p>	<p>Students engage with a variety of texts for enjoyment including film and digital texts, novels, poetry, songs and dramatic performances. These texts have complex sequences of events and use the effects of imagery and figurative language. Students examine the effects of imagery, including simile, metaphor and personification, and sound devices, as well as how characteristic text structures support the purpose of texts.</p>
<b>Mathematics</b>	<p><b>Number</b> apply understanding of relationships to convert between forms of numbers, units and spatial representations use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions reached about the context use common percentages to make proportional comparisons of quantities <b>Space</b> apply an understanding of relationships between objects and two-dimensional nets <b>Measurement</b> use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces and mass and capacity use appropriate instruments and digital tools to construct and measure angles in degrees</p>	<p><b>Number and Algebra</b> experiment with factors and multiples using algorithms and digital tools find unknowns in numerical equations involving multiplication and division use estimation strategies to check the reasonableness of calculations use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context use proficiency with multiplication facts and efficient calculation strategies <b>Measurement</b> apply an understanding of relationships to convert between 12- and 24- time</p>	<p><b>Number</b> apply understanding of relationships to convert between forms of numbers, units and spatial representations <b>Space</b> recognise what stays the same and what changes when shapes undergo transformations locate and move positions within a grid coordinate system <b>Statistics</b> plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data</p>	<p><b>Number and Algebra</b> apply understanding of relationships to convert between forms of numbers, units and spatial representations experiment with factors and multiples using algorithms and digital tools to identify and explain patterns use proficiency with multiplication facts and efficient calculation strategies find unknowns in numerical equations involving multiplication and division <b>Probability</b> develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring</p>
<b>Science</b>	<p><b>Earth and Space Sciences</b> In this unit, students explain how natural events cause rapid changes to Earth's surface and identify historical and cultural contributions that help minimise the impact of natural disasters.</p>	<p><b>Biological Sciences</b> In this unit, students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>	<p><b>Physical Sciences</b> In this unit, students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p><b>Chemical Sciences</b> In this unit, students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.</p>
<b>Humanities and Social Sciences (HASS)</b>	<p><b>Australia then and now</b> In this unit, students investigate how Australia became a Federation; explore three levels of government and how citizenship rights have changed for different groups.</p>		<p><b>Connection to places: Comparing places and investigating sustainable waste management</b> In this unit, students compare the places, people and cultures of Australia and Indonesia, identifying how they are connected. Students explain how resources can be used to benefit individuals, the community and the environment.</p>	
<b>The Arts</b>	<p><b>Visual Arts-Grand shelter designs</b> In this unit, students explore the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose. Students use the design process to develop a concept drawing of a shelter for a particular site and purpose.</p>		<p><b>Drama-Dramatic transformations</b> In this unit, students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These forms include fantasy, mask, movement, media, props and alternative performance spaces.</p>	
<b>Technologies</b>	<p><b>Digital technologies-A-maze-ing digital designs</b> In this unit, students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.</p>		<p><b>Design and Technologies-Hands off!</b> In this unit, students investigate how electrical energy can control movement, sound or light in a designed product or system. Students design a solution to an environment's security need and make a prototype electrical device that is part of the solution.</p>	
<b>Health and Physical Education (HPE)</b>	<p><b>Personal, Social and Community Health-Emotional interactions</b> In this unit, students recognise that emotions and behaviours influence how people interact. Students understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well. <b>Movement and Physical Activity-Play2Rhythm</b> In this unit, students develop specialised football skills and create and perform a sequence of these skills to music.</p>	<p><b>Personal, Social and Community Health-Healthy habits</b> In this unit, students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. Students identify good habits and how they contribute to overall health and wellbeing. <b>Movement and Physical Activity-Tchoukball</b> In this unit, students perform the specialised movement skills of throwing and catching in the context of Tchoukball. Students propose and combine Tchoukball movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges.</p>	<p><b>Personal, Social and Community Health-Multicultural Australia</b> In this unit, students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. Students examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding. <b>Movement and Physical Activity-Built for B-ball</b> In this unit, students identify and explain the health-related fitness components used in basketball. Students explain the significance of physical activity to their everyday health and wellbeing.</p>	<p><b>Personal, Social and Community Health-Growing up</b> In this unit, students explore developmental changes and transitions that occur as they grow older. Students investigate strategies available to assist them with the transition. <b>Movement and Physical Activity-UNITE</b> In this unit, students demonstrate skills to work collaboratively and play fairly to solve movement challenges.</p>
<b>Languages (Japanese)</b>	<p>Learners use Japanese with peers and the teacher for a widening range of purposes: asking and responding to questions, exchanging information, expressing ideas and feelings, performing, responding to learning experiences, and interacting with Japanese language resources. They are developing greater fluency and accuracy in communication.</p>			