



	Term One	Term Two	Term Three	Term Four
English	<p>Exploring shifts in time Students engage with a variety of literary texts including films, digital texts and novels for enjoyment. These texts may include less predictable characters, elaborated events, flashbacks and shifts in time and literature by First Nations Australian, Australian and world authors including texts from and about Asia. Students explore contexts in which texts were created and how ideas and events are represented by authors. They explore author style, use of text structures and language features, and identify interpersonal relationships between characters. Students use texts as models to adapt 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 examine persuasive techniques, focusing on language choices that evoke emotions and judgments both directly and indirectly. They explore the use of objective and subjective language and identify bias. They analyse how text structures and language features work together including vivid and emotive vocabulary, rhetorical devices and modal verbs, to meet the purpose of the text, and engage and influence an audience. Students engage in learning experiences to create a persuasive text to argue a position to persuade an audience to take action.</p>	<p>Students engage with a variety of texts that use imagery, figurative language and sound devices for effect including novels, poetry, songs, and dramatic performances. They explore how literary devices, such as figurative language are used to create meaning and effect. Students compare the text structures and language features of poems with those of other types of texts.</p>
Mathematics	<p>Number expand the repertoire of numbers students work with to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane solve addition and subtraction problems involving fractions with related denominators Space develop a range of written and digital means for representing objects and three-dimensional spaces in 2 dimensions Statistics determine the mode and range and discuss the shape of distributions in reports of findings from statistical investigations using discrete and continuous numerical and ordinal categorical data</p>	<p>Number and Algebra solve arithmetic problems involving all four operations with natural numbers of any size use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers Measurement use timetables to solve practical problems</p>	<p>Number solve practical addition and subtraction problems involving fractions with related denominators solve arithmetic problems involving all four operations with decimals use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions Space develop a range of written and digital means for representing objects and three-dimensional spaces in two dimensions compare the parallel cross-sections of objects and recognise relationships to right prisms Measurement apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle begin to formally use deductive reasoning in spatial contexts involving lines and angles identify and compare the parallel cross-section for right prisms convert between common metric units of length, mass and capacity</p>	<p>Number and Algebra solve problems involving fractions, decimals and percentages of a quantity apply computational approaches to develop algorithms that use rules to generate numbers recognise and use rules that generate growing number patterns Probability describe and compare probabilities numerically observe and compare long-run frequencies in repeated chance experiments and simulations</p>
Science	<p>Earth and Space Sciences 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>Biological Sciences 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.</p>	<p>Physical Sciences 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>Chemical Sciences 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>
Humanities and Social Sciences (HASS)	<p>Australia then and now 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>Connection to places: Comparing places and investigating sustainable waste management 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>	
The Arts	<p>Visual Arts-Grand shelter designs 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>Drama-Dramatic transformations 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>	
Technologies	<p>Digital technologies-A-maze-ing digital designs 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>Design and Technologies-Hands off! 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>	
Health and Physical Education (HPE)	<p>Personal, Social and Community Health-Emotional interactions 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. Movement and Physical Activity-Play2Rhythm In this unit, students develop specialised football skills and create and perform a sequence of these skills to music.</p>	<p>Personal, Social and Community Health-Healthy habits 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. Movement and Physical Activity-Tchoukball 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. Students apply social and personal skills.</p>	<p>Personal, Social and Community Health-Multicultural Australia 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. Movement and Physical Activity-Built for B-ball 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>Personal, Social and Community Health-Growing up 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. Movement and Physical Activity-UNITE In this unit, students demonstrate skills to work collaboratively and play fairly to solve movement challenges.</p>
Languages (Japanese)	<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>			