



	Term One	Term Two	Term Three	Term Four
English	<p><b>Exploring character and setting in texts</b> In this unit students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.</p>	<p><b>Examining traditional stories</b> In this unit students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.</p>	<p><b>Examining media texts</b> In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint</p>	<p><b>Examining humour in poetry</b> 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>
Mathematics	<p><b>Number and place value/Fractions and decimals, Location and transformation, Data representation and interpretation</b> In this unit, students order unit fractions and decimals and locate them on number lines. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. Students identify direction using compass points and grid references to locate landmarks. Students pose questions to gather data, interpret data and construct data displays.</p>	<p><b>Number and place value/Patterns and Algebra, Using units of measurement (time), Chance</b> In this unit, students identify and describe counting patterns resulting from addition and subtraction operations. Students identify unknown quantities in number sentences involving multiplication and division. Students convert between 12-hour and 24-hour time and use this knowledge when problem solving and reasoning. Students describe chance experiments involving equally likely outcomes and to represent those outcomes.</p>	<p><b>Number and place value, Shape/ Geometric reasoning, Using units of measurement</b> In this unit, students investigate factors and multiples, solve problems using the four operations, and use estimation and rounding to check reasonableness of answers. Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles.</p>	<p><b>Number and place value/Fractions and decimals, Money and financial mathematics</b> In this unit, students add and subtract fractions with the same denominator. Students solve problems involving addition and subtraction and ordering of fractions with the same denominator and decimals. Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p>
Science	<p><b>Earth and space sciences</b> In this unit, students will explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.</p>	<p><b>Biological sciences</b> In this unit, students will group living things based on observable features and distinguish them from non-living things.</p>	<p><b>Physical sciences</b> In this unit, students will conduct an investigation into the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</p>	<p><b>Chemical sciences</b> In this unit, students will conduct an investigation about liquids and solids changing state when heat is added or taken away. To make a prediction, record observations and suggest reasons for findings. To describe how safety and fairness were considered.</p>
Humanities and Social Sciences (HASS)	<p><b>Changing life and communities</b> In this unit, students will investigate commemorations and celebrations that take place in their community and explore what aspects have changed and remained the same over time.</p>		<p><b>People and places</b> In this unit, students will explore the characteristics of places from the local to national scale, and how and why places are similar and different.</p>	
The Arts	<p><b>Adventures in dance</b> In this unit, students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.</p>		<p><b>Rhythmic riot</b> In this unit, students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music</p>	
Technologies	<p><b>Harvesting good health</b> In this unit students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product.</p>		<p><b>Data changing our world</b> In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.</p>	
Health and Physical Education (HPE)	<p><b>Personal, Social and Community Health- Who influences me?</b> In this unit students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.</p> <p><b>Movement and Physical Activity- People in motion</b> In this context, students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses</p>	<p><b>Personal, Social and Community Health- Let's all be active</b> In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p><b>Movement and Physical Activity- Fitness fun</b> In this unit, students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing</p>	<p><b>Personal, Social and Community Health What am I drinking?</b> In this unit, students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p> <p><b>Movement and Physical Activity- 'All codes' football</b> In this unit students will develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They will propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football.</p>	<p><b>Personal, Social and Community Health Transitioning</b> In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p> <p><b>Movement and Physical Activity- Over the net</b> In this unit, students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.</p>
Languages (Auslan)	<p>Students identify similarities and differences between Auslan and Deaf culture and their own language/s and culture/s. Students use well-known phrases in Auslan to participate in classroom routines, presentations and structured conversations with the teacher and peers. Students develop a metalanguage for describing aspects of Auslan and how it is structured.</p>			