

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	<p><i>Imaginative focus: Narrative</i></p> <p><b>Investigating author's language in a familiar narrative (U1)</b></p> <ul style="list-style-type: none"> <li>Read a narrative and examine and analyse the language features and techniques used by the author.</li> <li>Understand the structures of a narrative</li> <li>Create sequenced events to build tension and hold audience interest.</li> <li>Develop characterisation through noun and verb groups.</li> <li>Create a new chapter for the narrative</li> </ul>	<p><i>Poetry focus</i></p> <p><b>Examining humour in poetry (U2)</b></p> <ul style="list-style-type: none"> <li>Read and listen to a range of humorous poems by different authors.</li> <li>Identify structural features and poetic language devices.</li> <li>Innovate on poems</li> <li>Evaluate poems by expressing a personal viewpoint using evidence from the poem.</li> </ul>	<p><i>Informative focus: Informative response</i></p> <p><b>Exploring a quest novel (U5)</b></p> <ul style="list-style-type: none"> <li>Read and analyse a quest novel.</li> <li>Identify and analyse the use of cohesive devices in a section of the text.</li> <li>Identify and analyse the use of nouns, noun groups, verbs and verb groups to develop the main character.</li> <li>Identify and analysing the use of verbs, verb groups, adverbs, adverb groups and prepositional phrases to describe a setting.</li> </ul> <p>Identify and analyse how the author uses direct speech to develop the main character.</p>	<p><i>Imaginative focus: Narrative</i></p> <p><b>Examining traditional stories (U3)</b></p> <ul style="list-style-type: none"> <li>Read and analyse traditional stories from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures.</li> <li>Identify structural and language features, finding literal and inferred meaning and explaining the message or moral.</li> <li>Plan, create and present a traditional story which includes a moral.</li> </ul>	<p><i>Informative focus: Recount</i></p> <p><b>Exploring recounts set in the past (U4)</b></p> <ul style="list-style-type: none"> <li>Listen to, read and explore a variety of historical texts written from different people's perspectives.</li> <li>Identify historical facts and opinions.</li> <li>Identify language features authors use to engage a reader – character development and plot tension.</li> <li>Use metalanguage to describe the effect of ideas, text structures and language features in texts studied.</li> <li>Develop a series of events of time</li> <li>Evaluate the emotive impact of noun, verb and circumstantial detail.</li> </ul>	<p><i>Persuasive focus: Advertisement</i></p> <p><b>Examining persuasion in advertisements and product packaging (U6)</b></p> <ul style="list-style-type: none"> <li>Read and view a range of product advertising.</li> <li>Demonstrate an understanding of the persuasive language and visual techniques used in product advertising.</li> <li>Research, plan and design an advertisement.</li> <li>Write a short persuasive text related to the advertisement.</li> </ul>
		6 weeks	5 weeks	5 weeks	6 weeks	5 weeks	5 weeks
	TEXTS	<ul style="list-style-type: none"> <li>The Twits</li> </ul>	<ul style="list-style-type: none"> <li>eBook – Poetry collection</li> </ul>	<ul style="list-style-type: none"> <li>Rowan of Rin</li> </ul>	<ul style="list-style-type: none"> <li>The boy who cried wolf</li> <li>Thukeri</li> </ul>	<ul style="list-style-type: none"> <li>Eliza Bird – Child convict</li> </ul>	<ul style="list-style-type: none"> <li>Range of real cereal boxes</li> </ul>
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> <li>Spelling – weekly lists</li> <li>Spelling – context of a text</li> <li>Narrative text structure</li> <li>Pronoun referencing</li> <li>Text connectives</li> <li>Noun and noun groups</li> <li>Verb and verb groups</li> <li>Adverbs and adverb groups</li> <li>Illustrating to add meaning</li> <li>Sentence structure</li> <li>Direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Spelling – weekly lists</li> <li>Spelling – context of a text</li> <li>Poem structure</li> <li>Purpose and audience for poems</li> <li>Spoonerism</li> <li>Neologism</li> <li>Puns</li> <li>Literal and implied meanings</li> </ul>	<ul style="list-style-type: none"> <li>Spelling – weekly lists</li> <li>Spelling – context of a text</li> <li>Language features – noun/noun groups, prepositional phrases, verb/verb groups</li> <li>Plot tension</li> <li>Quotation marks</li> <li>Literal and implied meaning</li> <li>Text connectives</li> </ul>	<ul style="list-style-type: none"> <li>Spelling – weekly lists</li> <li>Spelling – context of a text</li> <li>Narrative text structure</li> <li>Nouns and noun groups</li> <li>Verbs and verb groups</li> <li>Prepositional phrases</li> <li>Pronouns and text connectives</li> <li>Plot tension</li> <li>Quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>Spelling – weekly lists</li> <li>Spelling – context of a text</li> <li>Pronouns and text connectives</li> <li>Quoted and reported speech</li> <li>Present tense</li> <li>Noun/noun groups</li> <li>Verbs/verb groups</li> <li>Adverbs &amp; prepositional phrases</li> <li>Historical language</li> <li>Paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Spelling – weekly lists</li> <li>Spelling – context of a text</li> <li>Persuasive text structure</li> <li>Point of view</li> <li>Thinking and modal verbs</li> <li>Pronouns and text connectives</li> <li>Metalanguage (exaggeration, salience)</li> <li>Refer to noun groups and adjectives</li> <li>Simple, compound and complex sentences</li> </ul>
ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students create an imaginative new chapter for a book.</p> <p><b>Text – The Twits</b></p>	<p><b>Summative assessment</b></p> <p>Students interpret and evaluate a humorous poem for its characteristic features.</p> <p><b>Text – My funny punny family'</b></p>	<p><b>Summative assessment</b></p> <p>Students explain how the author of a quest novel represents the main character in an important event.</p> <p><b>Text – Rowan of Rin</b></p>	<p><b>Summative assessment</b></p> <p>Students create and present a story which includes a moral for a younger audience.</p>	<p><b>Summative assessment</b></p> <p>Students deliver a spoken recount in role as a character from a particular historical context.</p> <p><b>Text – Eliza Bird: Child Convict</b></p>	<p><b>Summative assessment</b></p> <p>Students write an exposition to persuade a reader</p>	

**MATHEMATICS**

**CURRICULUM KNOWLEDGE**

**SKILL DEVELOPMENT**

**SEMESTER ONE**

**SEMESTER TWO**

**Unit 1**

Students develop understandings of:

- Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks
- Fractions and decimals — communicate sequences of simple fractions
- Patterns and algebra — use properties of numbers to continue patterns
- Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths
- Chance — compare dependent and independent events, describe probabilities of everyday events
- Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.

**Unit 2**

Students develop understandings of:

- Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation
- Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts
- Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies.
- Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams
- Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales
- Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.

- Count beyond 1000
- 4 digit numbers
- Arrays
- Repeated addition
- Part-part whole model (multiplication)
- Division facts
- Money: count coins and notes
- Fractions: symbolic representation

- Measurement units
- Time: tell time to the hour
- Patterns
- Addition facts
- Subtraction facts

**Unit 3**

Students develop understandings of:

- Number and place value — 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., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations
- 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, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals
- Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change
- Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities
- 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
- Shape — compare the areas of regular and irregular shapes using informal units of area measurement
- Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs.

- Multiplication facts:  $\times 0$ ,  $\times 2$ ,  $\times 5$ ,  $\times 10$
- Related division facts
- Fractions:  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{5}$ ,  $\frac{1}{8}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$
- Symmetry
- Simple maps
- Chance statements

**Unit 4**

Students develop understandings of:

- Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers
- Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)
- Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases
- Patterns and algebra — use equivalent multiplication and division number sentences to find unknown quantities
- Using units of measurement — use am and pm notation, solve simple time problems
- Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means
- Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data.

- Angles
- Money: Change
- Measurement units
- 3D shapes (curved surfaces)
- Mixed Number facts

<b>ASSESSMENT</b>	<b>Summative assessment</b>	<b>Summative assessment</b>	<b>Summative assessment</b>	<b>Summative assessment</b>
	<p><i>Identifying and explaining chance events</i> – Students identify dependent and independent events and explain the chance of everyday events occurring.</p> <p><i>Recalling and using multiplication and division facts</i> – Students recall multiplication and division facts, identify and explain unknown quantities and solve problems using appropriate strategies for multiplication and division.</p>	<p><i>Recalling multiplication and division facts, interpreting simple maps and classifying angles</i> – Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p> <p><i>Using the appropriate properties of odd and even numbers</i> – Students use the relationships between the four operations and odd and even numbers.</p>	<p><i>Recognising and locating fractions</i> – Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</p> <p><i>Comparing areas and using measurements</i> – Students compare areas of regular and irregular shapes using informal units. To use scaled instruments to measure temperature, mass, capacity and length. To recall multiplication and division facts.</p>	<p><i>Connecting decimals and fractions</i> – Students demonstrate and explain the connections between fractions and decimals to hundredths.</p> <p><i>Analysing data</i> – Students define the different methods for data collection and representation, and evaluate their effectiveness. To construct data displays from given or collected data.</p> <p><i>Time</i> – Students use simple strategies to reason and solve a measurement inquiry question.</p> <p><i>Solving purchasing problems</i> – Students solve simple purchasing problems including the calculation of change.</p>
<b>Maths assessment tasks to be reviewed in 2021</b>				

		<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
		<b>DIGITAL TECHNOLOGIES</b>	<b>DESIGN AND TECHNOLOGIES</b>
<b>TECHNOLOGIES</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Unit 2: What's your waste footprint?</b></p> <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> </ul> <p>Suggested partner unit: HASS Year 4 Unit 2 – Using places sustainably</p>	<p><b>Unit 1: Repurpose it</b> <i>Materials and technologies specialisations</i></p> <p>In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item of clothing to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating by: <ul style="list-style-type: none"> <li>communicating with client and critiquing needs or opportunities for designs</li> <li>testing materials including fabrics and exploring techniques for shaping and joining them</li> <li>identifying examples of recycling, up-cycling and re-using</li> </ul> </li> <li>generating design ideas for a useful item and communicating them with annotated design drawings</li> <li>producing a useful item by selecting relevant tools and resources and using them safely</li> <li>evaluating design ideas, processes and solutions</li> <li>collaborating as well as working individually throughout the process</li> <li>managing by sequencing production steps.</li> </ul> <p>Suggested partner units:</p> <ul style="list-style-type: none"> <li>Science Year 4 Unit 3 – Material use</li> <li>HASS Year 4 Unit 2 – Using places sustainably</li> </ul>
	<b>ASSESSMENT</b>	<p><b>Summative assessment</b></p> <p><u>Part A:</u> Collect and manipulate data to create information</p> <p><u>Part B:</u> Describe how a familiar information system is used</p> <p><u>Part C:</u> Draw, identify and explain data types and representations</p> <p>Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.</p>	<p><b>Summative assessment</b></p> <p>Students complete a design challenge to repurpose an item of clothing to create another useful item.</p>

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	<p><b>Unit 2: Ready, set, grow!</b></p> <p>Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.</p>	<p><b>Unit 1: Here today, gone tomorrow</b></p> <p>In this unit students will explore natural processes and human activity that cause weathering and erosion of 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 identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.</p>	<p><b>Unit 3: Material use</b></p> <p>They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They 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. They complete simple reports to communicate their findings.</p>	<p><b>Unit 4: Fast Forces!</b></p> <p>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 and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.</p>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p><i>Mapping life cycles and relationships</i> – Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p><b>Summative assessment</b></p> <p><i>Investigating soil erosion</i> – Students describe the natural processes and human activity that cause changes to Earth's surface. To plan, conduct and report on an investigation of the erosion process. To apply science understandings to formulate control strategies in real-life situations.</p>	<p><b>Summative assessment</b></p> <p><i>Investigating properties affecting the use of ochre</i> – Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.</p>	<p><b>Summative assessment</b></p> <p><i>Investigating contact and non-contact forces</i> – Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>

		SEMESTER ONE		SEMESTER TWO	
HASS	CURRICULUM KNOWLEDGE	<p><b>Unit 2: Sustainable use of places</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>• How can people use environments more sustainably?</li> </ul> <p>In this unit, students will:</p> <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 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>		<p><b>Unit 1: Early exploration and settlement</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>• What were the short- and long-term effects of European settlement?</li> </ul> <p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>• explore the diversity of different groups within their local community</li> <li>• consider how personal identity is shaped by aspects of culture, and by the groups to which they belong</li> <li>• examine the purpose of laws and distinguish between rules and laws</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 by the British</li> <li>• investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people</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>• 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 law of terra nullius.</li> </ul>	
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>		<p><b>Summative assessment</b></p> <p>Students explain aspects of life in Australia, before, during and after European settlement.</p>	

		HASS assessment tasks to be reviewed in 2021		
		<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>	
		<b>Visual Arts</b>	<b>Drama</b>	
<b>THE ARTS</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Unit 1: Meaning in found objects</b></p> <p>In this unit, students explore the communication of cultural meaning through found objects and surface manipulation.</p> <p>Students will:</p> <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>	<p><b>Unit 1: Persuade to protect</b></p> <p>In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place</li> <li>experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production</li> <li>present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches</li> <li>describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul>	
	<b>ASSESSMENT</b>	<p><b>Summative assessment</b></p> <p>Students explore how found objects can communicate meaning in three-dimensional artworks.</p>	<p><b>Summative assessment</b></p> <p>Students explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.</p>	
		<b>Music</b>		
	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Songs of Australia Two</b></p> <p>They continue to practise their in tune singing and aural skills by singing in groups and identifying rhythmic and melodic elements in music they make and hear. They read, write and perform with simple time rhythms and solfa (do, re, mi, so and la). Students will apply their understanding of staff notation by playing short songs on recorder (notes E G A ) while reading from the staff while being in an ensemble with an accompanying part on glockenspiel.</p>	<p><b>Rhythmic Creations</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Listen to theme music for Super Heroes and discuss the different elements of music used and how the music relates to the character. In an ensemble and then create their own super hero and super powers.</li> <li>discuss how the composers used the elements of music in their compositions of super heroes theme music</li> </ul>	<p><b>Ensemble/Part Work</b></p> <p>Students learn about compound time and will compare compound and simple time songs. They will continue to apply their understanding of staff notation and the elements of music through playing the glockenspiel (G/A/B), recorder (notes G/A/B/C/D) untuned percussion, singing and reflecting on performances. Students will develop their understanding of part work through canon, ostinato and partner songs.</p>

<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>In a small ensemble students play the recorder part of "Bobby Shaftoe" with the correct technique, melody, rhythm and tempo against a tuned ostinato pattern that is played at the correct tempo</li> <li>collaborate to improvise and arrange sound, silence, tempo and volume in music that communicates ideas</li> <li>describe and discuss similarities and differences between music they listen to, compose and perform</li> </ul>	<p><b>Summative assessment</b></p> <p>Students will create, compose, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume that communicates ideas about their super hero.</p>	<p><b>Summative assessment</b></p> <p>Students will perform a song in a small ensemble with the melody is played on recorder and the accompaniment on glockenspiel. Students will play partner songs it the same tempo. They will write the rhythm of an ostinato from a partner song and play against the melody of the partner song played on glockenspiel. Students will reflect on their performance and others. They will listen to music, identifying whether it is in compound or simple time.</p>
	<b>Dance</b>			
	<b>CURRICULUM KNOWLEDGE</b>	<b>Update coming soon</b>	<b>Update coming soon</b>	<b>Update coming soon</b>
<b>ASSESSMENT</b>	Summative assessment	Summative assessment	Summative assessment	Summative assessment

		<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
<b>LOTE</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Unit 2: A day in a Japanese school</b></p> <p>In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of texts about school experiences in Japan</li> <li>use a range of language to discuss school experiences</li> <li>analyse and understand the systems of language relating to script recognition</li> <li>participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.</li> </ul>	<p><b>Unit 5: Amazing places</b></p> <p>In this unit, students explore different regions in Japan and describe places in their own community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of texts about different places around Japan</li> <li>explore the geography of Japan in comparison to Australia</li> <li>use a range of language to describe various places in their community</li> <li>analyse and understand the systems of language relating to script recognition and Japanese sentence structure</li> <li>participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community.</li> </ul>

<b>ASSESSMENT</b>	<p><b>Summative assessment</b></p> <p>Students interact with the teacher and peers in regular classroom routines and structured interactions. Students comprehend short written texts that use familiar and repetitive language.</p>	<p><b>Summative assessment</b></p> <p>Students describe places and events using adjectives, time- related vocabulary and appropriate verb forms.</p>

		<b>SEMESTER ONE</b>		<b>SEMESTER TWO</b>	
<b>HEALTH</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Emotional responses &amp; positive interactions (U1- FLSS)</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.</li> <li>analyse scenarios and identify possible triggers and warning signs to predict emotional responses.</li> <li>explore factors that contribute to positive relationships, including with people at school and in their community.</li> </ul>	<p><b>Interpreting health messages and managing change (U2 - FLSS)</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>interpret health messages and discuss the influences on healthy and safe choices.</li> <li>explore choices, behaviours and outcomes of conveyed health messages</li> </ul>	<p><b>Managing change (U3 - FLSS)</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>recognise strategies for managing change</li> <li>discuss changes that occur as they get older and how these changes impact on how they think about themselves.</li> </ul>	
	<b>ASSESSMENT</b>	<p><b>Summative assessment</b></p> <p>Students will recognise how emotional responses vary, understand how to interact positively with others in a variety of situations, describe factors that contribute to positive relationships.</p>	<p><b>Summative assessment</b></p> <p>Students interpret health messages and discuss the influences on healthy and safe choices.</p>	<p><b>Summative assessment</b></p> <p>Students recognise strategies for managing change.</p>	
		<b>SEMESTER ONE</b>		<b>SEMESTER TWO</b>	

<b>PHYSICAL EDUCATION</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Criss Cross (U1)</b></p> <p>Students will practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping.</p>	<p><b>Athletic spectacle (U2)</b></p> <p>Students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.</p>	<p><b>Having a Ball Again (FLSS)</b></p> <p><i>Large Ball Games – students apply skills in Basketball, Netball and Newcombe to play modified games.</i></p>	<p><b>Let me Entertain You (FLSS)</b></p> <p><i>Juggling – individual and with partner.</i></p> <p><i>Tennis Ball Juggling Challenges</i></p>
	<b>ASSESSMENT</b>	<p><b>Summative assessment</b></p> <p>Perform movement sequences using fundamental movement skills and the elements of movement. Students understand the benefits of being healthy and physically active.</p>	<p><b>Summative assessment</b></p> <p>Create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p><b>Summative assessment</b></p> <p>Apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. Students apply strategies for working cooperatively and apply rules fairly.</p>	<p><b>Summative assessment</b></p> <p>Refine fundamental movement skills and movement concepts and strategies in a variety of physical activities and to solve movement challenges. Students apply strategies for working cooperatively and apply rules fairly.</p>