

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	<p><i>Imaginative focus: Narrative</i></p> <p>Examining and creating fantasy texts (U1)</p> <ul style="list-style-type: none"> Listen to, read and interpret a novel from the fantasy genre. Understand character development in relation to plot and setting. Analyse the development of a main character Create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot. 	<p><i>Persuasive focus: Argument</i></p> <p>Examining media texts (U2)</p> <ul style="list-style-type: none"> Listen to, read, view and interpret news articles Respond to viewpoints portrayed in media texts. Apply comprehension strategies, focusing on particular viewpoints portrayed Create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint. 	<p><i>Poetry focus</i></p> <p>Appreciating poetry (U4)</p> <ul style="list-style-type: none"> Listen to, read and view a range of poetry. Interpret and evaluate poems, analysing how text structures and language features are used for specific purposes and effect. 	<p><i>Poetry focus - Narrative</i></p> <p>Responding to poetry (U5)</p> <ul style="list-style-type: none"> Listen to, read and view a range of poetry. Create a transformation of a narrative poem to a digital multimodal narrative. 	<p><i>Imaginative focus – text response</i></p> <p>Reviewing a narrative film (U8)</p> <ul style="list-style-type: none"> Listen to and view narrative films, and written film reviews. Create a written film review of a chosen film. Express and justify opinions about the film 	<p><i>Persuasive focus – text response</i></p> <p>Exploring narrative through novels and film (U6)</p> <ul style="list-style-type: none"> Listen to, read and view films and novels with a range of characters involving shifts in time. Demonstrate understanding of the depiction of characters, setting and events in a chosen film. Create a written comparison of a novel and the film adaptation. Create a written film review of a chosen film. Express and justify opinions about aspects of the novels and films during group discussions.
		6 weeks	5 weeks	5 weeks	5 weeks	5 weeks	6 weeks
	TEXTS	<ul style="list-style-type: none"> DragonQuest The Forests of Silence 	<ul style="list-style-type: none"> Mon Repos Turtles Lorassa Bay Bats 	<ul style="list-style-type: none"> *Change to songs Katy Perry (Roar) 	<ul style="list-style-type: none"> Jack and Jill (Pre assessment) Jolly Swagman Waltzing Matilda Fur and Feathers 	<ul style="list-style-type: none"> Nim’s Island Matilda (assessment) 	<ul style="list-style-type: none"> Nim’s Island Matilda (assessment)
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – fantasy text Sentence beginnings Complex sentences Paragraphing Expanded noun groups / phrases Consistent point of view Pronoun referencing Text connectives Imagery Tense 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure - Multimodal feature article Sentence beginnings Persuasive language Literal and implied meanings Point of view Paragraphing 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – poem Personification Simile Metaphor Purpose/effect Persuasive techniques Connective words Topic sentences Complex sentences 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – Narrative poem & narrative text Character profiles (physical appearance, personality traits & behaviours) Precise verbs, adverbs & adjectives Noun groups Figurative devices – alliteration, simile, metaphor, onomatopoeia Clause structures, text connectives 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – film review Language feature effects on settings, events, characters & message Setting, event, character and messages in films Present point of view Evaluative language to support response Subjective/Objective language Paragraphing Complex sentences Adverbs and noun groups/phrases 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – written comparison Metalinguage (evaluative, opinion) Compare similarities and differences Express preference and use evidence from text Paragraphing Topic sentence Varied sentences (including complex) Punctuation – apostrophes State a point of view
ASSESSMENT	<p>Pre assessment DragonQuest</p> <p>Summative assessment</p> <p>Students write the first chapter of a fantasy novel, creating a ‘good’ and ‘evil’ character, and establish setting.</p>	<p>Pre assessment</p> <p>Summative assessment</p> <p><u>Assessment task 1</u> – Students select information and create a multimodal feature article that presents a particular point of view about an issue.</p>	<p>Pre assessment Happy – film clip</p> <p>Summative assessment</p> <p>Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.</p>	<p>Pre assessment Jack and Jill</p> <p>Summative assessment</p> <p>Students create a digital multimodal transformation of a narrative poem.</p>	<p>Pre assessment Pixar short film – For the Birds</p> <p>Summative assessment</p> <p>Students write a narrative film review, expressing and justifying opinions about the film.</p>	<p>Pre assessment The Gruffalo Horton Hears a Who</p> <p>Summative assessment</p> <p>Students write a comparison of a novel and its film adaptation and state a preference.</p>	

	Text – DragonQuest and The Forest of Silence	Text 1 – Larossa Bay Bats Text 2 – Ruthless march of the toxic invader		Text – Fur and Feathers by AB Paterson		Text – Matilda
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		SEMESTER ONE		SEMESTER TWO	
MATHEMATICS	CURRICULUM KNOWLEDGE	Unit 1	Unit 2	Unit 3	Unit 4
		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator Using units of measurement — investigate time concepts and the measurement of time, read & represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles Chance — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game Data representation and interpretation — build an understanding of data, develop the skill of defining numerical & categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples Fractions and decimals — make connections between fractional numbers and the place value system and represent, compare and order decimals Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes Geometric reasoning — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles Data representation and interpretation — explore methods of data representations to construct & interpret data displays, reason with data. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs & enlarge shapes. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language Geometric reasoning — estimate and measure angles, construct angles using a protractor Chance — list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments Data representation and interpretation — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

SKILL DEVELOPMENT	<ul style="list-style-type: none"> • Times tables (x2 – x10) • Factors • Multiples • Rounding to the nearest 10, 100, 1000, 10 000 • Identifying, representing simple fractions • Add and subtract unit fractions • Equivalent fractions • Classify categorical and numerical data • List possible outcomes • Representing probability using fractions • Read and represent 24 hour time • Perimeter of 2D shapes • Area of rectangles • Converting units of measurement (length) 	<ul style="list-style-type: none"> • Times tables (x2 – x10) • Factors • Multiples • Rounding to the nearest 10, 100, 1000, 10 000 • Identify and represent decimals • Place value (decimal numbers) • Equivalent fractions and decimals • Identify translation, rotation, reflection symmetry • Connect nets of 3D shapes to 3D objects and vice versa • Identify and classify benchmark angles (acute, obtuse, reflex) • Classify categorical and numerical data 	<ul style="list-style-type: none"> • Calculate profit and loss • Calculate income and expenditure • Best value for money problems • Identify translation, rotation, reflection symmetry • Using directional language • Times tables (x2 – x10) • Rounding to the nearest 10, 100, 1000, 10 000 • Divisibility rules • Area Model • Convert units of measurement (length, capacity, mass) • Find volume • Perimeter of 2D shapes • Area of rectangles • Identify and represent decimals • Place value (decimal numbers) • Equivalent fractions and decimals 	<ul style="list-style-type: none"> • List possible outcomes • Representing probability using fractions • Classify categorical and numerical data • Convert 12 hour time to 24 hour time and vice versa • Times tables (x2 – x10) • Factors • Multiples • Rounding to the nearest 10, 100, 1000, 10 000 • Calculate profit and loss • Calculate income and expenditure • Best value for money problems • Identify and classify benchmark angles (acute, obtuse, reflex) • Using directional language • Identify and represent decimals • Place value (decimal numbers) • Order decimals (ascending and descending order)
	ASSESSMENT	<p>Summative assessment</p> <p><i>Interpreting data and pose questions to collect data –</i> Students classify and interpret data and pose questions to gather data.</p> <p><i>Solving simple multiplication, division and fraction problems –</i> Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. To locate, represent, compare and order fractions and add and subtract fractions with the same denominator.</p>	<p>Summative assessment</p> <p><i>Applying shape, angle and transformation concepts –</i> Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. To describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry.</p>	<p>Summative assessment</p> <p><i>Continuing patterns, calculating with money and numbers –</i> Students continue patterns by adding and subtracting fractions and decimals, and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. To apply a range of computation strategies to solve problems and to plan and calculate simple budgets.</p> <p><i>Calculating measurements –</i> Students choose appropriate units of measurement for length, area, volume, capacity and mass. To calculate perimeter and area of rectangles.</p>
Maths assessment tasks to be reviewed in 2021				

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>Unit 1: A-maze-ing digital designs In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language within a maze game context working collaboratively to create a new maze game. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> define problems by identifying appropriate data and functional requirements design a user interface, considering design principles follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game implement their game using visual programming evaluate how well their solutions meet needs plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online. <p>Suggested partner units:</p> <ul style="list-style-type: none"> English Year 5 Unit 1 – Examining and creating fantasy texts English Year 6 Unit 6 – Comparing texts 		<p>Unit 1 Harvesting Good Health <i>Food specialisations and Food and fibre production</i></p> <p>In this unit, students will explore how competing factors and technologies influence the design of a sustainable service. This service provides a plan for the preparation of a healthy food product.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> Investigating: <ul style="list-style-type: none"> healthy food choices and food preparation techniques; plant growth requirements and production systems; design needs and opportunities; issues, including sustainability, which affect designs; and the characteristics of materials, tools and techniques in relation to the design challenge. Generating designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan. Producing a plant service to enable the preparation of a healthy food product. Evaluating their design and production processes. Collaborating and managing by working with others and by following the steps for the project. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> Science: Year 6 Unit 4 — Life on Earth (Human impact on the environment). 	
	ASSESSMENT	<p>Summative assessment</p> <p><u>Part A:</u> Explain how digital systems connect together to form a network</p> <p><u>Part B:</u> Create a maze game using visual programming</p> <p>Students describe digital systems and their components and explain how digital systems connect together to form a network. To create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.</p>		<p>Summative assessment</p> <p>Students design a service that provides an edible plant that can be used to create a healthy food product.</p>	
		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	<p>Unit 2: Our place in the solar system</p> <p>Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p>Unit 4: Matter matters</p> <p>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.</p>	<p>Unit 1: Survival in the environment</p> <p>Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.</p>	<p>Unit 3: Now you see it</p> <p>Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>
	ASSESSMENT	<p>Summative assessment</p> <p><i>Exploring the solar system</i> – Students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.</p>	<p>Summative assessment</p> <p><i>Investigating evaporation and explaining solids, liquids and gases</i> – Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>	<p>Summative assessment</p> <p><i>Creating a creature</i> – Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p>	<p>Summative assessment</p> <p><i>Exploring the transfer of light</i> – Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They describe how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.</p>
		SEMESTER ONE		SEMESTER TWO	

HASS	CURRICULUM KNOWLEDGE	Unit 1: People and the environment <i>Inquiry questions:</i> How do people and environments influence one another? In this unit, students will investigate: <ul style="list-style-type: none"> • the characteristics of places in Europe and North America and the location of their major countries in relation to Australia • the human and environmental factors that influence the characteristics of places and the interconnections between people and environments • the impact of human actions on the environmental characteristics of places in two countries in Europe and North America • how to complete maps using cartographic conventions • the language used to describe the relative location of places at a national scale • how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. 	Unit 2: Managing Australian communities <i>Inquiry questions:</i> How are people and environments managed in Australian communities? In this unit, students will investigate: <ul style="list-style-type: none"> • how places are affected by the interconnection between people, places and environments • the influence of people on the human characteristics of places, including how the use of space within a place is organised • how laws impact on the lives of people in the present • the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management • environmental challenges in the form of natural hazards • ways in which people respond to a geographical challenge and the possible effects of actions. 	Unit 3: Communities in colonial Australia (1800's) <i>Inquiry questions:</i> How have individuals and groups in the colonial past contributed to the development of Australia? In this unit, students will investigate: <ul style="list-style-type: none"> • key events related to the development of British colonies in Australia after 1800 • the economic, political and social reasons for colonial developments in Australia after 1800 • aspects of daily life for different groups of people during the colonial period in Australia • the effects that colonisation had on the lives of Aboriginal peoples and on the environment • significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration • the significance of individuals and groups in shaping the colonies, especially through inland exploration. 	Unit 4: Participating in Australian Communities <i>Inquiry questions:</i> How have people enacted their values and perceptions about their community, other people and places, past and present? In this unit, students will investigate: <ul style="list-style-type: none"> • the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • representative democracy and voting processes in Australia • how laws impacted on the lives of people in the past.
		ASSESSMENT	Summative assessment Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.	Summative assessment Students identify how legal and environmental issues in Australian communities can be managed.	Summative assessment Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?'
	<i>HASS assessment tasks to be reviewed in 2021</i>				

		SEMESTER ONE		SEMESTER TWO	
		Drama	Media Arts	Visual Arts	
THE ARTS	CURRICULUM KNOWLEDGE	Unit 2: My hero In this unit, students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus. Students will: <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories (including those of Europe and North America) and engage an audience • explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts in Europe and North America. 	Unit 1: Light and shadow In this unit, students shape time and space to explore representations in media art forms. Students will: <ul style="list-style-type: none"> • explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community • experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting <input type="checkbox"/> explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	Unit 2: Say it with art In this unit, students explore recontextualisation of objects and non-traditional art materials to communicate ideas. Students will: <ul style="list-style-type: none"> • explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view • plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context • <input type="checkbox"/> compare recontextualisation of ready mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern. 	

ASSESSMENT	Summative assessment	Summative assessment	Summative assessment	
	Students devise, perform and respond to drama based on the style of melodrama.	Students explore how documentary techniques are used to portray stories, ideas and points of view of people in the community.	Students explore artworks that inspire the making of a mixed media sculpture that expresses a personal view about a social issue and communicates meaning through display.	
CURRICULUM KNOWLEDGE	Music			
	Students read, write and perform with simple and compound time rhythms and solfa (do, re, mi, so and la). Students continue to develop an understanding of staff notation including time signatures and read notes from the staff. They will develop their part work skills through performing body percussion accompaniments. They sing, play tuned percussion instruments (xylophones) and respond to music they make and hear.	Ukulele		
Students continue to develop their in-tune singing voices through singing limited range, simple songs and the use of solfa, handsigns, singing and beat passing games. Students develop an understanding of chords and learn to play the ukulele (C F G7). Students will listen to various music and describe it using the elements of music.	Summative assessment			
ASSESSMENT	Summative assessment	Summative assessment		Summative assessment
<ul style="list-style-type: none"> • sing a song and perform a cup passing, percussion accompaniment. (Tideo Cup Song) • compose and perform a percussion accompaniment to a song (cup passing) in binary form sing a song while performing a body percussion accompaniment • perform a known song on xylophone (Rocky Mountain) with lyrics, solfa and handsigns, rhythm names and melodic notes • derive simple and more complex abstract rhythmic patterns they hear. (Rhythmic Dictation) 	<ul style="list-style-type: none"> • Create and write their own lyrical verse for Kookaburra or Row Row and then sing in tune while strumming C chord on the ukulele • Perform a simple, two chord song on ukulele using the chords C and F while singing. (Miss Mary Mac/London Bridge). Create their own version of the 12 Bar Blues by varying the strumming pattern of the 3 chords used (C,F, G7) and play with accurate tempo. Use the elements of music to describe music they listen to (Sabre Dance) 			
CURRICULUM KNOWLEDGE	Dance			
	Update coming soon	Update coming soon	Update coming soon	Update coming soon
ASSESSMENT	Summative assessment	Summative assessment	Summative assessment	Summative assessment

		SEMESTER ONE		SEMESTER TWO	
		Unit 1: What's in a name?	Unit 3: What are personal spaces?	Unit 6: What is change	Unit 2: What is a family?
LOTE	CURRICULUM KNOWLEDGE	<p>In this unit students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally- appropriate manner.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss names, nicknames and surnames • analyse and organise information into key ideas and supporting details • create texts about self-identity • recognise and understand blended sounds and exceptions to phonetic rules when speaking • participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>In this unit, students will explore the concept of personal spaces within their home environment and the target country.</p> <p>Students will:</p> <ul style="list-style-type: none"> • engage with language in texts about children's favourite places to spend time • listen to children talk about the places in which they feel comfortable • create texts about personal spaces • participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>In this unit, students explore the concept of change and use language to describe feelings in situations involving change. Students will:</p> <ul style="list-style-type: none"> • engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, encountering a new situation • convey the experience of moving from a familiar to an unfamiliar situation using expressive language to convey feelings • create a children's story book in which a character journeys from a familiar to an unfamiliar situation • participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>In this unit, students use language to communicate ideas relating to the concept of family and identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> • introduce themselves and other family members • interact with peers about family members and activities • identify language and behaviours that reflect relationships and values in Japanese society • develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.
	ASSESSMENT	<p>Summative assessment</p> <p>Students locate specific information in a spoken text. Students identify behaviours and values associated with Japanese society.</p>	<p>Summative assessment</p> <p>Students create connected texts of a few sentences, identifying words from other languages used in Japanese.</p>	<p>Summative assessment</p> <p>Students create a connected text of a few sentences to convey information about activities and events using knowledge of stroke order to form characters.</p>	<p>Summative assessment</p> <p>Students convey information about family using Japanese language that reflects behaviours and values associated with Japanese society.</p>

		SEMESTER ONE		SEMESTER TWO			
HEALTH	CURRICULUM KNOWLEDGE	Valuing diversity to positively influence wellbeing (FLSS U1) Students will explore how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding, They will identify strategies to help others understand points of view that differ from their own and explore ways to create safe and inclusive schools.		Emotions (FLSS U2) Students explore how emotions behaviours. They examine, how emotions vary according to different situations and discuss factors that influence how people interact, including how inappropriate emotional responses impact relationships.		Who influences me? (FLSS U3) Students will explore the influence of people and places on their identity. They will identify personal qualities that contribute to identity and examine how peers influence the way individuals interact and the choices they make.	
	ASSESSMENT	Summative assessment Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.		Summative assessment Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact.		Summative assessment Students explain the influence of people and places on identities.	
		SEMESTER ONE		SEMESTER TWO			
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	UNIT (U4) Students demonstrate skills to work collaboratively and play fairly to solve movement challenges.	Mini Olympics (FLSS) Students will create an athletic-themed event using fundamental movement skills to be included in the class "Mini Olympics".	Tchoukball (U2) Throwing and catching semi-large ball. Shooting and rebounding strategies. Working together and playing fairly.	FLSS Open Tennis Students perform specialised Tennis Skills. Concepts and strategies for offence and defence. Working together and playing fairly		
	ASSESSMENT	Summative assessment Demonstrate fair play and skills to work collaboratively to solve movement challenges. Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.	Summative assessment Apply the elements of movement when composing and performing movement sequences. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.	Summative assessment Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.	Summative assessment Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.		