

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<p>Imaginative text focus</p> <p>Exploring character relationships (U1)</p> <p>Students engage with a variety of texts by First Nations Australian, Australian and world authors for enjoyment. Texts include films, digital texts and novels and explore themes of interpersonal relationships through a range of characters and complex sequences of events that may involve flashbacks and shifts in time.</p> <p>Students explore ways in which a text can reflect time and place, and how ideas are conveyed through characters, setting and events.</p> <p>Students use texts as models to experiment with storylines, characters and settings in an innovation on a narrative.</p>	<p>Informative texts</p> <p>Engaging with information reports (U2)</p> <p>Students engage with a variety of informative texts such as reports, explanations, reviews and procedures by Australian, First Nations Australian and world authors.</p> <p>Students explore how text features such as chapters, headings and subheadings, tables of contents, indexes and glossaries guide the reader to understand and access information in a text.</p> <p>Students use texts as models to create a report to present to an audience</p>	<p>Imaginative text focus</p> <p>Developing creative responses to literature (U3))</p> <p>Students engage with a variety of texts for enjoyment including film and digital texts, novels, poetry and dramatic performances. These texts have complex sequences of events and use the effects of imagery and figurative language. They include classic and/or contemporary literature from wide-ranging Australian and world authors, and texts from or about Asia.</p> <p>Students create an imaginative text to present to an audience.</p>	<p>Persuasive text focus</p> <p>Justifying opinions on real world topics (U4))</p> <p>Students engage with a variety of texts that explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Texts may include film, digital texts, non-fiction and dramatic performances.</p> <p>Texts about topics of interest or topics studied in other learning areas include a representation of texts by Australian, First Nations Australian and world authors.</p> <p>Students explore point-of-view, positioning and influence in text and how it affects interpretation and response by readers.</p> <p>Students create a multimodal persuasive text for a particular purpose and audience.</p>
		<p>Term 1</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <i>Number and place value</i> - Identify and describe factors and multiples of whole numbers and use them to solve problems; Use estimation and rounding to check the reasonableness of answers to calculations; Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies; Solve problems involving division by a one digit number, including those that result in a remainder; Use efficient mental and written strategies and apply appropriate digital technologies to solve problems <i>Fractions and decimals</i> - Compare and order common unit fractions and locate and represent them on a number line; Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator; Recognise that the place value system can be extended beyond hundredths; Compare, order and represent decimals <i>Patterns and algebra</i> – Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction <i>Chance and data representation and interpretation</i> - List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions; Recognise that probabilities range from 0 to 1; Pose questions and collect categorical or numerical data by observation or survey; Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies; Describe and interpret different data sets in context 	<p>Term 2</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <i>Shape</i> - Connect three-dimensional objects with their nets and other two-dimensional representations <i>Location and transformation</i> - Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries; Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original <i>Geometric reasoning</i> - Estimate, measure and compare angles using degrees. Construct angles using a protractor 	<p>Term 3</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <i>Number and place value</i> - Use estimation and rounding to check the reasonableness of answers to calculations; Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies; Solve problems involving division by a one digit number, including those that result in a remainder; Use efficient mental and written strategies and apply appropriate digital technologies to solve problems <i>Fractions and decimals</i> - Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator <i>Using units of measure</i> - Choose appropriate units of measurement for volume, capacity and mass; Calculate perimeter and area of rectangles using familiar metric units 	<p>Term 4</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <i>Number and place value</i> - Identify and describe factors and multiples of whole numbers and use them to solve problems <i>Using units of measure</i> - Compare 12- and 24-hour time systems and convert between them <i>Location and transformation</i> - Use a grid reference system to describe locations. Describe routes using landmarks and directional language
MATHEMATICS	CURRICULUM KNOWLEDGE				

ASSESSMENT	Summative assessment	Summative assessment	Summative assessment	Summative assessment
	<p>Students solve simple problems involving the four operations using range of strategies and check the reasonableness of answers using estimation and rounding and they identify and describe factors and multiples</p> <p>Students order decimals and unit fractions and locate them on number lines and they add and subtract fractions with the same denominator, and continue patterns by adding and subtracting fractions and decimals.</p> <p>Students interpret different data sets, and pose questions to gather data and construct data displays appropriate for the data and they list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1</p>	<p>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>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>Students choose appropriate units of measurement for length, area, volume, capacity and mass. To calculate perimeter and area of rectangles.</p>	<p>Students convert between 12-hour and 24-hour time. They identify and describe factors and multiples of whole numbers.</p> <p>Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p>

		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 plant 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	Unit 2: Our place in the solar system 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.	Unit 4: Matter matters 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.	Unit 1: Survival in the environment 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.	Unit 3: Now you see it 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.
	ASSESSMENT	Summative assessment <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.	Summative assessment <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.	Summative assessment <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.	Summative assessment <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.

		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?'	Summative assessment What is democracy? What values and processes are important in the Australian democracy? What is democracy and why is it important? How and why do people participate in groups to achieve shared goals?

		SEMESTER ONE		SEMESTER TWO	
		Visual Arts		Media Arts	Drama
THE ARTS	CURRICULUM KNOWLEDGE	<p>Unit 2: Say it with art</p> <p>In this unit, students explore recontextualisation of objects and non-traditional art materials to communicate ideas.</p> <p>Students will:</p> <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 compare recontextualisation of readymade and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern. 	<p>Unit 1: Light and shadow</p> <p>In this unit, students shape time and space to explore representations in media art forms.</p> <p>Students will:</p> <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 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. 	<p>Unit 2: My hero</p> <p>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.</p> <ul style="list-style-type: none"> Students will: explore dramatic action, empathy and space in improvisations, play building 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. 	
	ASSESSMENT	<p>Summative assessment</p> <p>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.</p>	<p>Summative assessment</p> <p>Students explore how documentary techniques are used to portray stories, ideas and points of view of people in the community.</p>	<p>Summative assessment</p> <p>Students devise, perform and respond to drama based on the style of melodrama.</p>	
	CURRICULUM KNOWLEDGE	<p style="text-align: center;">Music</p>			
	ASSESSMENT	<p>Summative assessment</p> <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 hand signs, rhythm names and melodic notes derive simple and more complex abstract rhythmic patterns they hear. (Rhythmic Dictation) 	<p>Ukulele</p> <p>Students continue to develop their in-tune singing voices through singing limited range, simple songs and the use of solfa, hand signs, singing and beat passing games. Students develop an understanding of chords and learn to play the ukulele (C F G7/G Am). Students will listen to various styles of music using the elements of music to analyse describe and compare music across cultures, times and places.</p>	<p>Summative assessment</p> <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). Choose an ostinato pattern from "My Paddles Keen and bright" and play against the song being sung in-tune and played on the ukulele with matching tempo <p>Use the elements of music to describe music they listen to by comparing, analysing and describing</p>	

		Dance	
CURRICULUM KNOWLEDGE		Students will develop knowledge and understanding of their bodies and how they can be utilised to perform and produce movement. They have the opportunity to develop their gross motor movements including body control, accuracy, alignment, strength, balance and coordination. Students will continue to refine dance technique and flexibility ensuring they are implementing safe dance practices. They will perform a choreographed dance in front of a live audience and will reflect on their performance and rehearsal practices. Students will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance.	Students will explore and improvise new movement possibilities using a slow tempo. They will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance. Students will be given the opportunity to explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning. They will discuss how elements of dance and production and choreographic devices/choices can be used to represent a mood or storyline including exploration of Aboriginal and Torres Strait Islander dance.
ASSESSMENT		Summative assessment Students: <ul style="list-style-type: none"> • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • understand that there are many ways to express themselves in Dance. 	Summative assessment Students: <ul style="list-style-type: none"> • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • respond to dance works from a range of contexts • reflect on their own dance making • have a variety of individual responses • think about and plan responses to stimulus • work together to imagine ideas and create movement • understand that there are many ways to express themselves in Dance. • Use choreographic devices

		SEMESTER ONE		SEMESTER TWO	
JAPANESE	CURRICULUM KNOWLEDGE	Unit 1: What's in a name? 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. Students will: <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. 	Unit 4: How do we Play? Students explore the concept of play and use language to communicate ideas relating to play, group interactions and belonging. They will: <ul style="list-style-type: none"> • use descriptive and expressive language to share ideas and experiences about play • engage with a range of texts about play around the world • create and translate texts about play reflect on similarities and differences in how and what children play and the language and behaviours associated with play.	Unit 3: What are personal spaces? In this unit, students will explore the concept of personal spaces within their home environment and the target country. Students will: <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. 	Unit 2: What is a family? In this unit, students use language to communicate ideas relating to the concept of family and identity. Students will: <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	Summative assessment Comprehension - Listening Students locate specific information in a spoken text. Students identify behaviours and values associated with Japanese society.	Summative assessment Composition - Writing Students create connected texts of a few sentences, identifying words from other languages used in Japanese.	Summative assessment Comprehension - Reading Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They understand the rules and phonetic changes related to counter classifiers.	Summative assessment Composition -Speaking Students convey information about family using Japanese language that reflects behaviours and values associated with Japanese society

		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.	