

| English | Science | HASS |
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| Constructing a Persuasive Response | May the Force Be With You | Comparison of South America and Africa |
| <p>Reading and Viewing Students engage with a variety of texts that provide a stimulus for building an argument, and persuasive texts, as models for creating their own work. They also read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting.</p> <p>Speaking and Listening Students interact with others to discuss how language features, such as technical vocabulary, objective language and quotes, shape meaning. Students create their own texts to present arguments to an audience using features of voice.</p> <p>Writing and Creating Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument within a paragraph.</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 to collect data. Students 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> | <p>In this unit, students:</p> <ul style="list-style-type: none">• explore the concept of 'place' with a focus on Africa and South America• describe the relative location of places at a national scale• identify how places are characterised by their environments• describe the characteristics of places, including the types of natural vegetation and native animals• |
| Mathematics | | |
| Number and Algebra Students: <ul style="list-style-type: none">• represent tenths as decimals and as fractions on a number line• choose and use efficient strategies when using mathematical modelling to formulate and solve a practical problem within the context of decimals• become aware of the importance of context and purpose when making judgements• become proficient with multiplication | Measurement and Space <ul style="list-style-type: none">• use scaled instruments and appropriate units to measure length, mass, capacity and temperature.• measure and approximate perimeters and areas• recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical or virtual material | Statistics and Probability Not assessed this term |
| Physical Education – Specialist | Health | Languages – Japanese |
| Mr Rose | Teacher | Mrs McDonald |
| Having a ball! Within the context of basketball, students demonstrate their understanding of movement strategies (drills and small game play), fair play and inclusion, and explain how they promote physical activity. | Feeling safe Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe. | What makes a good team? Students use language to explore the concept of teamwork through group activities. They explore and compare a variety of traditional toys and games as well as those played on sports days in Japan and reflect on language and culture associated with respect and teamwork in games. |
| Technologies | The Arts | |
| Design Technologies – Mr Christy | Specialist Music – Mrs Hodgson | Specialist Visual Arts – Miss Susi |
| Designing for Healthy and Sustainable Living In Design and Technologies, students investigate how technologies support food and fibre production, including how tools, materials and systems improve processes on farms. They explore food preparation techniques used in different cultures and design a healthy lunch item that supports both nutrition and sustainability. Students define a design problem based on user needs, generate and develop design ideas, and communicate their thinking using annotated drawings and design steps. They evaluate their lunch design against criteria for health, cultural relevance, and environmental impact. | <p>This semester students study the recorder. Students learn to read simple songs on the staff and learn note names, note values and time signatures. Students create and respond to their own compositions on recorder, notating and performing these to the class. Students also sing a varied repertoire of songs and rounds and develop drumming skills, creating and performing using scored music.</p> | <p>In Visual Arts students will students explore a wide range of portraiture from the 2025 Archibald Awards. They create a self-portrait using a variety of drawing techniques and materials.</p> |