

English	Science	HASS	
Exploring a Narrative - The Twits	Here today, gone tomorrow	Early exploration and settlement <i>What were the short- and long-term effects of European settlement?</i>	
Students engage with a variety of texts for enjoyment, including short chapter fiction books, picture books, print, digital and oral texts. Texts include classic or contemporary literature by Australian and world authors, including texts from and about Asia and the oral narrative traditions and literature of First Nations Australians. Texts describe sequences of events and unusual happenings and support or extend students as independent readers.	Students 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.	<ul style="list-style-type: none">analyse the experiences of contact between Australia's First Peoples and the effects these interactions had on people and the environmentmake connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australiainvestigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of peopleexamine the purpose of laws and distinguish between rules and lawsexplore the diversity of different groups in their local communityconsider how personal identity is shaped by aspects of culture, and by the groups to which they belong. Assessment Task – Portfolio Students explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity.	
Students describe how ideas are developed through characters and events and how texts reflect contexts. They compare texts from different times with similar purposes and their depictions of events.			
Students use these texts as models to create imaginative adaptations.	Assessment Task – Investigating soil erosion Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.		
Mathematics			
Number and Algebra use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently choose rounding and estimation strategies to determine whether results of calculations are reasonable use the properties of odd and even numbers find unknown values in numerical equations involving addition and subtraction	Measurement and Space use scaled instruments and appropriate units to measure length, mass, capacity and temperature	Statistics and Probability order events or the outcomes of chance experiments in terms of likelihood and identify whether events are independent or dependent conduct repeated chance experiments and describe the variation in results	
Health and Physical Education – Specialist	Health: Respectful Relationships Program – Specialist & Classroom Teacher	Languages – Japanese	
Mr Rose	Mr Jake and Classroom Teacher	Mrs McDonald	
Entries and exits: Safely enter and exit shallow water using methods suitable for the water location. Buoyancy: Manoeuvre the body from one floating position to another. Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object. Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke. Survival sequence: Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid. Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety. Water safety knowledge: Describe actions to help keep themselves safe and healthy in, on and around water. Demonstrate understanding of: hazards in familiar water locations; rules for safe behaviour around the water; the signal for help; safety signage.	Topic 1: Personal and Social Awareness Students will: <ul style="list-style-type: none">identify gender expectations that might be harmful and unfairdiscuss rights, respect, fairness and equality in the context of gender stereotypes.	In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will: <ul style="list-style-type: none">engage with a range of texts about school experiences in Japanuse a range of language to discuss school experiencesanalyse and understand the systems of language relating to script recognitionparticipate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.	
Technologies	The Arts		
Digital Technologies – Mr Jake	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Teacher	Specialist Dance – Mr Jake
In this unit, students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They: <ul style="list-style-type: none">identify and explore a range of digital systems and their use to meet needs at home, in school and in the local communitydevelop technical skills in using a visual programming language to create a digital solutiondescribe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming languageexplain how their solutions and existing information systems, such as learning software, meet personal, school and community needsdevelop skills in computational and systems thinking when solving simple problems and creating solutions.	<ul style="list-style-type: none">develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songspractise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of piecescreate, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volumeidentify intended purposes and meanings as they listen to music using the elements of music to make comparisons	In Visual Art, students will explore visual art that depicts the sky and space. They will focus on creating a sunset/sunrise artwork. <ul style="list-style-type: none">explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to sky.experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real placescompare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.	In Dance, students will collaborate to make dances and perform with control, accuracy, projection and focus.