

English		Science		HASS	
Exploring Character Relationships - Quest		Survival in the environment		People and the environment (Part 1) <i>How do people and environments influence one another?</i>	
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. Students explore and discuss ways in which a text can reflect time and place, and how ideas are conveyed through characters, setting and events. Students use texts as models to experiment with storylines and settings in an innovation on a quest.		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. Assessment Task – Creating a creature Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.		• examine the characteristics of places in Asia and Australia and the location of their major countries in relation to Australia • describe the relative location of places at a national scale • identify and describe the human and environmental factors that influence the characteristics of places • examine the interconnections between people and environments • investigate the impact of human actions on the environmental characteristics of places in Asia and Australia • organise data in a range of formats using appropriate conventions • interpret data to identify simple patterns, trends, spatial distributions and infer relationships • evaluate evidence about the characteristics of places to draw conclusions about preferred places to live • present findings and conclusions using discipline-specific terms.	
Mathematics					
Number and Algebra		Measurement and Space		Statistics and Probability	
• express natural numbers as products of factors and identify multiples • create and use algorithms to identify and explain patterns in the factors and multiples of numbers		• connect objects to their two-dimensional nets • perform and describe the results of transformations and identify any symmetries		• conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes	
Health and Physical Education – Specialist		Health: Respectful Relationships Program – Specialist & Classroom Teacher		Languages – Japanese	
Mr Rose		Mr Jake and Classroom Teacher		Mrs McDonald	
Swimming 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">understand the concepts assigned sex, gender, and gender stereotypesunderstand how aspects of culture, history and social expectations influence choices and behaviours of genders.identify gender expectations that might be harmful and unfairdiscuss rights, respect, fairness and equality in the context of gender stereotypes.explore how people, popular culture and the media influence their developing identities.		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 surnamesanalyse and organise information into key ideas and supporting detailscreate texts about self-identityrecognise and understand blended sounds and exceptions to phonetic rules when speakingparticipate in intercultural experiences to notice, compare and reflect on language and culture.	
Technologies		The Arts			
Digital Technologies – Mr Jake	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Teacher	Dance – Classroom Teacher		
In Technologies, students will explore: <ul style="list-style-type: none">Space StationsLighting and circuits	In Music, students will continue to develop their performance skills through singing a variety of songs, and playing on xylophone. They will develop ensemble skills, playing bass lines, harmonies and melodies on xylophones as well as improvising in a jazz/swing style. They will also develop their part work skills through singing songs and performing rhythmic and melodic ostinati on xylophones. They will develop their musicianship through reading, writing and performing formal notation including crotchets, quavers, semiquavers, minims, semibreves, dotted notes and their rest values and using pentatonic solfa d r m s l.	In Visual Art, students will explore visual art that represents space and the sky.	In Dance, students will work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.		