



Subject	Unit Information	Assessment
English	<p>Unit Title: Understanding and creating information reports</p> <p>Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary.</p> <p>Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features.</p> <p>Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information.</p> <p>Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.</p>	<p>Students will:</p> <ul style="list-style-type: none"> - read, view and comprehend informative texts and how they are structured and presented including visual features - Create a written multi-modal information report
Maths	<p>Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:</p> <p>Number and Algebra</p> <ul style="list-style-type: none"> • manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping • become increasingly aware of the usefulness of mathematics to model situations and solve practical financial problems • develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practise • use a modelling context to formulate, choose and use calculation strategies in order to communicate solutions with reasoning • make estimates when solving problems to determine the reasonableness of calculations when checking the solution <p>Measurement</p> <ul style="list-style-type: none"> • recognise the relationship between dollars and cents and learn to represent money values in different ways with a focus on everyday situations • identify everyday situations when using metric units to measure and compare events and duration. 	<p>Assessment task:</p> <ul style="list-style-type: none"> - Using mathematical modelling and additive strategies to solve problems - Estimating, measuring and comparing duration of events
Science	<p>Unit Title: Spinning Earth</p> <p>Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students explore</p>	<p>Presentation</p> <p>Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</p>

	the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	
HASS	<p>Semester Unit Title: Our unique communities</p> <p><i>How do people contribute to their unique communities?</i></p> <p>In this unit, students identify individuals, events and aspects of the past that have significance in the present and identify and describe aspects of their community that have changed and remained the same over time. They explain how and why people participate in and contribute to their communities and identify a point of view about the importance of different celebrations and commemorations to different groups. Students pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions and sequence information about events and the lives of individuals in chronological order. They communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</p>	<p>Research</p> <p>Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.</p>
Design Technologies	<p>Semester Unit Title: Repurpose it!</p> <p>In this unit, students investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They repurpose a clothing item with other recycled materials to create a useful item.</p> <p>They explore the role of people in Design and Technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs.</p>	<p>Portfolio</p> <p>Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.</p>
Visual Arts	<p>Semester Unit Title: Meaning in found objects <i>Mrs Carla Adams</i></p> <p>In this unit, students will explore the communication of cultural meaning through found objects and surface manipulation. They will make, display and discuss their own and others' artworks.</p>	Portfolio Sample
Health	<p>Unit Title: Good Friends- Respectful Relationships <i>Mrs Chris Robertson</i></p> <p>Students investigate how emotional responses vary and understand how being a good friend helps them to interact positively with others in a variety of situations. They recognise strategies for managing change and identify how meeting challenges strengthens identity.</p>	<p>Assignment/Project</p> <p>To recognise strategies for managing change and identify influences that strengthen identity.</p>
Music	<p>Unit Title: Let's celebrate, let's remember <i>Ms Michelle Lupton</i></p> <p>In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p>	
PE	<p>Unit Title: Take your marks, get set, play <i>Mrs Sharon Walsh</i></p> <p>In this unit, students develop the fundamental movement skills of running, jumping and throwing.</p>	Students perform specialised movement to understand timing and work co-operatively in activities.

Connecting every learner, every day in every way for success