



Subject	Unit Information	Assessment
English	<p><b>Unit Title: Understanding and creating information reports</b></p> <p>Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts.</p> <p>Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic.</p> <p>Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.</p>	<p>To describe how text structures, language and visual features of an informative text shape meaning.</p> <p>To create a written multimodal information report.</p>
Maths	<p>Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:</p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work</li> <li>develop and use strategies for multiplication that are based on understanding of multiplication as an operation and knowledge of laws for arithmetic operations</li> <li>choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context of the situation</li> <li>become aware of the importance of context and purpose when they make judgements and reflect on the reasonableness of measurements and the results of calculations, and how they choose to represent mathematics and mathematical information</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>convert between units of time when solving problems involving duration</li> </ul>	<ul style="list-style-type: none"> <li>Using odd and even numbers, rounding, estimation and mathematical modelling</li> <li>solving duration problems by converting units of time</li> </ul>
Science	<p><b>Unit Title: Ready, set, grow!</b></p> <p>Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.</p>	<p>Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions and organise and communicate findings.</p>
HASS	<p><b>Unit Title: Australia before, during and after European settlement</b></p> <p><i>What were the short- and long-term effects of European settlement?</i></p>	<p><b>Portfolio</b></p> <p>To explain aspects of life before, during and after</p>

	In this unit, students draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of <i>terra nullius</i> . Students analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment and make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia. They investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people and examine the purpose of laws and distinguish between rules and laws.	European settlement of Australia.
<b>Design Technologies</b>	<b>Unit Title: Pinball Paradise</b>  In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.	<b>Portfolio</b>  Students design and make a pinball machine that is fun to play and design a games environment for pinball machines.
<b>Visual Arts</b>	<b>Unit Title: Tiny Worlds</b> <i>Mrs Carla Adams</i>  In this unit students, explore the manipulation of visual language to represent human connections to imagined environments inspired by real places.	<b>Portfolio Samples</b>
<b>Health</b>	<b>Unit Title: Culture in Australia- Positive Interactions</b> <i>Mrs Chris Robertson</i>  Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions.	<b>Assignment</b> Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games.
<b>Music</b>	<b>Unit Title: Songs of Australia</b> <i>Ms Michelle Lupton</i>  In this unit, students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.	
<b>PE</b>	<b>Unit Title: Athletics Spectacle</b> <i>Mrs Sharon Walsh</i>  Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.	The assessment will gather evidence of the student's ability to:  Perform athletic sequences using fundamental movement patterns.

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