



Subject	Unit Information	Assessment
English	<b>Unit Title: Engaging with informative texts: Feature Article</b>  Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts. Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas. Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included. Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.	- To explain how text structures, language and visual features of a multimodal informative text support purpose and meaning.  - To create a written multimodal information report.
Maths	Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:  <b>Number and Algebra</b> <ul style="list-style-type: none"> <li>experiment with factors and multiples using algorithms and digital tools</li> <li>find unknowns in numerical equations involving multiplication and division</li> <li>use estimation strategies to check the reasonableness of calculations</li> <li>use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context</li> <li>use proficiency with multiplication facts and efficient calculation strategies</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>apply an understanding of relationships to convert between 12- and 24- time</li> </ul>	- Finding unknowns, using estimation strategies and planning an event using mathematical modelling  - Converting between 12- and 24-hour time
Science	<b>Unit Title: Our Place in the Solar System</b>  Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.	Students describe key features of the solar system and how scientific knowledge develops from different people's contributions and discuss how developments have affected people's lives and help us solve problems. They communicate ideas using multimodal texts.
HASS	<b>Unit Title: Managing Australian communities</b>  <i>How are people and environments managed in Australian communities?</i>	Students identify how legal and environmental issues in

	<p>In this unit, students will investigate:</p> <p>Students understand how places are affected by the interconnection between people, places and environments. The influence of people on the human characteristics of places, including how the use of space within a place is organised and how laws impact on the lives of people in the present. They investigate the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management and the environmental challenges in the form of natural hazards and the ways in which people respond to a geographical challenge and the possible effects of actions.</p>	Australian communities can be managed.
<b>Design Technologies</b>	<p><b>Unit Title: Design for nature</b></p> <p>In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.</p>	<p><b>Portfolio</b></p> <p>Students design and make a product that supports wildlife to coexist in the school environment.</p>
<b>Visual Arts</b>	<p><b>Unit Title: The animal within</b> <i>Mrs Carla Adams</i></p> <p>In this unit, students will focus on representation of animals as companion, metaphor, totem and predator.</p>	<b>Portfolio samples</b>
<b>Health</b>	<p><b>Unit Title: Multicultural Australia</b> <i>Mrs Chris Robertson</i></p> <p>Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding.</p>	Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work.
<b>Music</b>	<p><b>Unit Title: Going to the movies</b> <i>Ms Michelle Lupton</i></p> <p>In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p>	Composing, Performing and Responding
<b>PE</b>	<p><b>Unit Title: Faster, Stronger, Higher</b> <i>Mrs Sharon Walsh</i></p> <p>In this unit students practise the activities of shot put, high jump, long jump, running and ball games in readiness for the whole school athletics day.</p>	The assessment will gather evidence of the student's ability to perform movement skills and understand how timing and effort affect movements and overall performance.
<b>Japanese</b>	<p><b>Unit Title: What is family?</b> <i>Mrs Joyce Leung</i></p> <p>In this unit, students use language to communicate ideas relating to the concept of family and identity. Students will:</p> <ul style="list-style-type: none"> <li>• introduce themselves and other family members</li> <li>• interact with peers about family members and activities</li> <li>• identify language and behaviours that reflect relationships and values in Japanese society</li> <li>• develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.</li> </ul>	<i>Collection of work: speaking, reflecting</i>

*Connecting every learner, every day in every way for success*