



Subject	Unit Information	Assessment
<b>English</b>	<p><b>Unit Title: Reading, viewing, comprehending and creating information reports: Biographies</b></p> <p>Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources.</p> <p>Through texts, students identify informative text structures and features and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.</p> <p>Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.</p>	<ul style="list-style-type: none"> <li>- explain and compare text structures, visual and language features of informative and imaginative texts</li> <li>- create a written multimodal information report</li> </ul>
<b>Maths</b>	<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>• solve arithmetic problems involving all four operations with natural numbers of any size</li> <li>• use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions</li> <li>• extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• use timetables to solve practical problems</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Finding unknowns, using properties of number and creating a budget using mathematical modelling</li> <li>- to interpret and use timetables and plan an itinerary</li> </ul>
<b>Science</b>	<p><b>Unit Title: Energy and Electricity</b></p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.</p>	<p>Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>
<b>HASS</b>	<p><b>Unit Title: Australians as citizens</b></p> <p>Inquiry questions:</p> <p><i>What does it mean to be an Australian citizen?</i></p> <p><i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in</i></p>	<p>To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian</p>

	<p><i>Asia?</i></p> <p>In this unit, students recognise the responsibilities of citizens in Australia's democracy and consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens. They identify different points of view and examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children. Students investigate stories of groups of people who have migrated to Australia since Federation and evaluate the contribution of individuals and groups to the development of Australian society since Federation. They sequence information about events and represent time by creating timelines and present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</p>	democracy and citizenship for different groups in the past.
<b>Design Technologies</b>	<p><b>Unit Title: Hands off</b></p> <p>In this unit, students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make an electrical device that is part of the solution. They will examine the role of people in engineering technology occupations in developing solutions for current and future use</p>	<p><b>Portfolio</b></p> <p>Students design a solution to an environment's security need and make an electrical device that is part of the solution.</p>
<b>Visual Arts</b>	<p><b>Unit Title: Say It With Art</b> <i>Mrs Carla Adams</i></p> <p>In this unit students explore recontextualization of objects and non-traditional art materials to communicate ideas.</p>	<b>Portfolio Samples</b>
<b>Health</b>	<p><b>Unit Title: Let's all be active</b> <i>Mrs Helen Oxenham</i></p> <p>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p>	Students identify the significance of physical activity to health and wellbeing. They describe their own contribution to safety and wellbeing and how physical activity supports community wellbeing
<b>Music</b>	<p><b>Unit Title: Around the world with music</b> <i>Ms Michelle Lupton</i></p> <p>In this unit, students make and respond to music exploring the music-making of other cultures through their music journal.</p>	
<b>PE</b>	<p><b>Unit Title: Athletics</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: Welcome to our school</b> <i>Ms Joyce Leung</i></p> <p>In this unit, students explore the concept of change and use language to describe feelings in situations involving change.</p>	Collection of work: writing and speaking.

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