

Learning Area	Term 1	Term 2	Term 3	Term 4	
English	<b>Digital Comic Stories</b> Students listen to, read and interpret a variety of comics and graphic novels. They demonstrate their understanding of character development by using digital editing software to create a comic strip story based on a fantasy superhero. They engage an identified audience through combining elements of text structure, language features and visual images suitable for the text's purpose.	<b>Sustainability</b> Students listen to, read and interpret imaginative and informative texts to develop their understanding of water conservation. They create a persuasive letter from the viewpoint of a character.	<b>Informative Planets</b> Students listen to, read and interpret a range of written and multimodal texts designed to inform. They research content information to write and present an information report about a planet of their choice.	<b>Student Elections</b> Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices and their impact on the target audience. Students use metalanguage to describe the effects of persuasive techniques in speeches made and viewed.	<b>Australian Poetry</b> Students listen to and read a range of poetry, including, anthems and odes. They interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.
Maths	Students identify and describe factors and multiples. They order decimals and unit fractions and locate them on number lines. They create and explain plans for simple budgets. They measure and construct different angles	Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They use a grid reference system to locate landmarks. Students interpret different data sets. They pose questions to gather data, and construct data displays appropriate for the data. They describe transformations of two-dimensional shapes and identify line and rotational symmetry	Students solve simple problems involving the four operations using a range of strategies and use estimation and rounding to check reasonableness of answers. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.	Students connect three-dimensional objects with their two-dimensional representations. They convert between 12- and 24-hour time. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.	
Science	<b>Desert survivors</b> 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 use their knowledge to design creatures with adaptations that are suitable for survival in environments.	<b>What's the matter?</b> Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.	<b>Earth's place in space</b> Students describe key features of the solar system. Students describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.	<b>Light shows</b> Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.	
Technologies	<b>Digital Game and Comic unit</b> Students will be given a design brief on a game or digital comic. Students will design a game or product to meet the design brief. They will produce a game or comic that can be presented to an audience. Students will use visual programming languages to create forever and if loops.		<b>Egg drop challenge</b> Students will be given a design brief and will negotiate an aspect of their success criteria including sustainability considerations. Plan, test, modify and create their egg safety unit.		
Humanities and Social Sciences	<b>Colonial Australia</b> Students learn about the significance of people, places, environments, events and interconnections in Australia between 1788 and 1950. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships and suggest conclusions based on evidence.	<b>Eureka Stockade</b> Students learn about Peter Lalor and the impact of the Eureka Stockade on the start of democracy in Australia. They sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. Students describe the experiences of different people in the past. They examine sources to determine their purpose and to identify different viewpoints.	<b>Mapping</b> Students learn about mapping at local, national and international levels. They explain the characteristics of places in different locations at local to national scales and identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They sort, record and represent data in different formats, including largescale and small-scale maps, using basic conventions.	<b>Democracy</b> Students will learn about the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. Students describe different views on how to respond to an issue or challenge. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action.	
The Arts				<b>Media Arts: Light and shadow</b> Students explore light and shadow in media art forms to create representations and meaning for an audience.	
Music	<b>Developing musicianship skills</b> Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. Students further their understanding of rhythm, pitch (CDEFGABC), dynamics and expression, form and structure, timbre and texture in music and use of aural skills as they sing and play against contrasting parts. They use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose and explore meaning and interpretation, forms and elements as they make and respond to music.		<b>We are composers and performers</b> Students explain how elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students learn to rehearse and perform songs and instrumental pieces using scores in a range of forms and experiment with combinations of sounds and technologies to create moods and atmospheres. Students learn to organise, develop and refine ideas by experimenting with structure, rhythm, pitch and dynamics and expression to create contrast, repetition and balance to develop compositions for performance and learn to provide and respond to feedback to refine performances and compositions.		
HPE	<b>Developing fundamental movement skills</b> Students participate in motor circuits to develop manipulative skills and improve fitness levels based on age appropriate ACHPER standards. They participate in tennis bowling and table tennis as per Sporting Schools Program and develop skills in athletics field events high jump/long jump/shot putt.		<b>Sport specific skill development</b> Students participate in tennis Sporting Schools Hot Shot Program. Students develop lawn bowls, volleyball and golf early skills.		
Languages	<b>Exploring Indonesia</b> Students explore the islands of Indonesia. They interact with peers to give personal information about themselves and create texts about self-identity. Students reflect on ways people use terms of address in Indonesia and Australia	<b>Family</b> Students explore the concept of family in Indonesia and Australia. They interact with peers to give personal information about family and family activities and gather and compare information relating to families in Indonesia and Australia.	<b>How do we play?</b> Students explore the concept of play and learn about the games played by children in Indonesia. They explore how the Indonesian is a language system that has rules and reflect on the universality of play and culturally-specific elements of games.	<b>School life</b> Students examine traditions around cooking and eating practices in Indonesia and use language to discuss and describe traditional Indonesian dishes. Students participate in experiences to reflect on the language and culture associated with cuisine in Indonesian and English-speaking cultures.	