
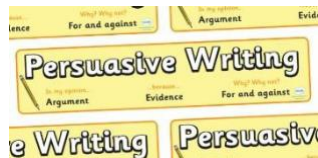


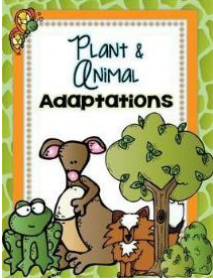









	Term 1	Term 2	Term 3	Term 4
English	<p>Narrative –It’s a Mystery</p> <p><i>Students will read, view and listen to a variety of narrative texts. They will unpack the generic structure of a narrative and identify genre specific language features. Students will be exposed to writing a narrative when provided with a stimulus.</i></p>  <p><i>Throughout the term, coinciding with the above unit, students will be exposed to and develop a knowledge and understanding of language conventions. Students will also further develop comprehension strategies and be exposed to a variety of text types in literacy rotations.</i></p> <p><u>Diagnostic Assessment</u> – Writing Sample, reading and language conventions pre-assessment</p> <p><u>Summative Assessment</u> – Reading Task, Short Narrative</p>	<p>Persuade Me</p> <p><i>Students will read, view and listen to a variety of persuasive texts and articles. They will learn how language features and text structure is used to persuade an audience. Students will participate in informal oral debates to develop their knowledge and understandings to plan, develop and write short persuasive texts from a selection of topics.</i></p> <p><u>Diagnostic Assessment</u> – PAT Reading, PROBE, Words Their Way, Writing Sample</p> <p><u>Summative Assessment</u> –Persuasive Letter or Feature Article, Reading Comprehension Task (feature article)</p> 	 <p>Novel Study – The Lion, the Witch and the Wardrobe</p> <p><i>In this unit, students listen to, read and interpret a novel from the fantasy genre. They show an understanding of character development in relation to the plot and setting of the novel by creating and delivering a spoken presentation. In the role, they justify the actions and behaviours of a character from a fantasy novel in relation to an issue.</i></p> <p><u>Diagnostic Assessment</u> – Writing Sample</p> <p><u>Summative Assessment</u> – Oral Character Justification, Reading Comprehension Task</p>	<p>Information Report – The Planets of the Solar System</p> <p><i>This unit links with the Science unit. In this unit, students listen to, read and view a variety of informative texts. They analyse texts by exploring the context, purpose and audience and how language features and generic structure can create meaning.</i></p> <p><i>Students will produce an Information Report on a planet in the solar system.</i></p> <p><i>After choosing a planet, students will need to research, gather and organize information, then write an information report examining:</i></p> <ul style="list-style-type: none"> • Distance from the sun • Appearance and size • Composition and climate • Interesting features/facts  <p><u>Diagnostic Assessment</u> – PROBE, Writing Sample, Words Their Way Test, PAT Reading</p> <p><u>Formative/Summative Assessment</u> –Report (Planet of the Solar System)</p> <p>Observations, consultations and samples of work</p>
Maths	<p>Term 1 Maths</p> <p><i>Students will work mathematically within the three content strands: Number and Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> • Number & Place Value • Measurement • Location & Transformation <p>Summative Assessment: Measurement Test</p> <p>Assessment for number is ongoing</p>	<p>Term 2 Maths</p> <p><i>Students will work mathematically within the content strands: Number & Algebra, Measurement & Geometry and Statistics & Probability. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> • Number & Place Value • Measurement • Data Representation & Interpretation <p>Summative Assessment: Practical Measurement Task</p> <p>Assessment for number is ongoing</p>	<p>Term 3 Maths</p> <p><i>Students will work mathematically within the content strands: Number and Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will commence this term.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> • Number & Place Value • Fractions & Decimals • Patterns & Algebra • Measurement • Geometric Reasoning <p>Assessment for number is ongoing</p>	<p>Term 4 Maths</p> <p><i>Students will work mathematically within the two content strands: Number & Algebra, Measurement & Geometry and Statistics & Probability. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will continue this term.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> • Money & Financial Mathematics • Measurement • Chance <p>Assessment for number is ongoing</p> <p>Summative Assessment: Financial Maths</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p><u>Survival in the Australian environment</u> – Biological Sciences</p> <p>In this unit students will examine the structural features and adaptations that assist living things to survive in their environment. This knowledge will be used to create a creature with adaptations that are suitable for survival in a particular environment.</p> 	<p><u>Now you See It</u> – Physical Sciences</p> <p>In this unit, students will investigate the properties of light. They will investigate reflection angles, how refraction affects our perceptions of an object's location and how we perceive the colour of objects. They will conduct an investigation on the transmission of light, making predictions and suggestion explanations. They will construct either a Kaleidoscope or a pinhole camera and describe lights journey through the viewer (applying their knowledge on the transfer of light).</p> 	<p><u>Matter Matters</u> – Chemical Sciences</p> <p>In this unit, Matter matters, students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students will pose questions; make predictions and conduct investigation methods into the observable properties and behaviours of solids, liquids and gases. They will represent data and observations in tables and graphs. They will identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. Students will understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.</p> 	<p><u>Our Place in the Solar System</u> – Earth and Space Sciences</p> <p>In this unit students will describe the key features of our solar system. A possible space mission to a planet will be proposed, considering planetary data. Students will communicate these ideas via an info graphic on an A3 page. They will discuss how scientific developments have affected people's lives and helps us to solve problems.</p> 
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Humanities and Social Sciences</p>	<p><u>Geography</u></p> <p>In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. Students' mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places.</p> 	<p>Civics and Citizenship</p> <p>Students will explore Qld State Parliament – Then and Now. They will identify the importance of the processes which underpin Australia's democracy and describe the roles of different people in Qld State Parliament.</p> <p>Assessment – Portfolio of evidence</p> 	<p>HISTORY – The Colonial Days</p> <p>Students will use historical skills to investigate the nature of colonial presence in Australia, the impact of the Gold Rush and internal exploration of Australia and the role that a significant explorer played in shaping a colony. Students will create historical questions in order to investigate the explorers Burke and Wills. They will analyse and use sources in order to create an informative text.</p> <p>Assessment – Informative Poster – links with English Portfolio of evidence</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Visual Art</p>	<p>Narrative Illustration</p> <p>Students will create an illustration of a character or characters from the imaginative narrative story they write in English. Students will create a folio of work using visual arts techniques, concepts, processes and forms to express emotions and characteristic traits, considering particular audiences and particular purposes. They will evaluate and critique the processes, techniques and final mounted product. This will be demonstrated using a variety of mediums through the study of line and colour. Mediums will include pencil, charcoal, oil pastels and water colours.</p> <p>Assessment – Artwork/illustration relating to the Imaginative English Narrative written by the student</p>		<p><u>The Lion, the Witch and the Wardrobe Silhouette Piece</u></p> <p>Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects. Students will create a piece to display at the Book Week display in the Hub. Using the techniques learned in Semester 1 and overlaying with silhouette shapes of the characters from The Lion, the Witch and the Wardrobe, the students will create a piece in layers and stages. Water colour painting, Oil Pastels, Charcoal or pencil will be the choice as a background and black card/paper used as the silhouette overlaid shapes.</p>	<p><u>Self Portrait</u></p> <p>Students will create a portfolio of Self-Portraits influenced by a variety of artists and popular culture. Artists and popular culture examined will include Cubism (Pablo Picasso and Geroges Braque), Friedensreich Hundertwasser, Modigliani, Chuck Close, Lichtenstein, lego, minecraft and Gold Rush wanted posters. Students will use a variety of mediums including- felt pen, pencil, oil pastels and water pencils.</p>

Dance/Drama			<p>Introduction to Dance: <i>Exploring The Elements of Dance</i> (6 Weeks)</p> <p>Students will participate in a variety of activities as they explore the basic elements of dance. They will work independently, in pairs and in small groups as they investigate how BASTE (Body, Action, Space, Time and Energy) are the fundamental concepts and vocabulary that help to develop movement skills and understand dance as an artistic practice.</p> <p>Assessment – Observations</p>	
Music	<p>Student will improvise new words to a known song e.g.: Cross, Hot, Buns. They will accompany themselves on the guitar to perform their improvisation to the class.</p> <p><u>SPECIFICATIONS:</u></p> <p>Task requirements:</p> <ul style="list-style-type: none"> • Improvised song must fit the original song bar length • Students will accompany themselves using either/both D chord or A chord on the guitar; chords found independently • Students should maintain a steady 4 beat strum • Presentation is a performance to class, however adjustments will be made where necessary. • Children to demonstrate other known chords- e.g. G, C, E, D, A • Children to accurately name parts of the guitar <p>Students will be given the opportunity to perform to their classmates and results recorded on iPad and a checklist.</p>		<p>Multicultural Drumming</p> <p>Student will play set sections of a known drumming sequence e.g: Drum up the Sun. They will accompany themselves on the drum in performance with the class.</p> <p><u>SPECIFICATIONS:</u></p> <p>Task requirements:</p> <ul style="list-style-type: none"> • Students should maintain a steady 4 beat rhythm, alone or in ensemble • Drumming sequences must fit the original written sequences • Students will accompany themselves using appropriate drumming techniques/ singing • Children to demonstrate other known sequences • Children to demonstrate leadership skills in ensemble • Presentation is a performance to class, however adjustments will be made where necessary. • Children to accurately name types of instruments <p>Students will be given the opportunity to perform to their classmates and results recorded on iPad and a checklist.</p>	
Design Technology	TBA		<p>Music Machines</p>	<p>Students will work collaboratively to make a digital system that demonstrates how electrical energy can control sound.</p> 
Digital Technology	<p>In this unit students will learn simple programming and game development using Scratch including:</p> <ul style="list-style-type: none"> • computational thinking – algorithms for sequences of steps, branching and repetition • interface design and user experience • Using code to solve problems <p>Students will explore the question – What is a good game? They will play, review, design and produce games. They will test and evaluate their own and peers’ games using online discussion and feedback.</p>			

Cross Country & Fitness

In this band students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

- Locomotor skills including: Running, jogging, changing speeds, animal movements and balancing.
- Understanding fitness and changes to the body
- Fitness components with continuous running and skipping.

Athletics

In this band students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

- Locomotor skills including: Running, jogging, jumping and throwing.
- Understanding fitness and changes to the body.
- Understanding the difference between explosive and endurance training.

AFL

In this band students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

- Locomotor skills including: Running, jogging, jumping and passing.
- Understanding fitness and changes to the body.
- Understanding and applying team work to game situations.

Soccer

In this band students develop their knowledge and skills of soccer while improving foot to eye co-ordination. They will continue to build on positive ways to interact with others and demonstrate fundamental movement skills while solving movement challenges.

- Passing to student or target. Rules and positions.
- Dribbling and controlling the ball at their feet.
- Working as a team to evade other players, 3 against 3 attacking and defending strategies.
- Modified games – mini soccer.

