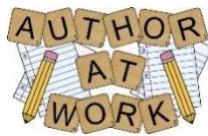



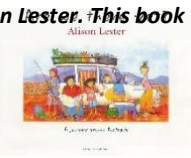
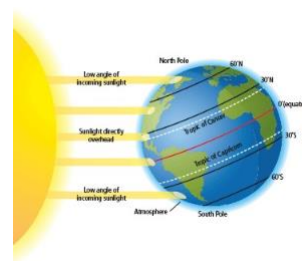


	Term 1	Term 2	Term 3	Term 4
English	<p>Learning Goals – Growth Mindset, Narrative “Story Express”</p> <p><i>Students will read, view and listen to a variety of texts to develop an understanding of growth and fixed mindset.</i></p>  <p><i>Students will complete a booklet on growth mindset and develop personal learning goals.</i></p> <p><i>Matty Forever will be an underlying text - students will read for enjoyment and complete comprehension tasks related to the text.</i></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>Commence persuasive unit Week 9-10</p> <p><u>Diagnostic Assessment</u> –Writing Samples</p> <p><u>Formative Assessment</u> –Observations, consultations and samples of work</p> <p><u>Summative Assessment</u> –Narrative</p>	<p>Persuasive Letter to the Principal, The Lorax</p> <p><i>Persuasive Letter to the Principal</i></p>  <p><i>Students will read, view and listen to a variety of persuasive texts. Students will understand how language features and text structure is used to persuade an audience. Students will participate on oral debates and write short persuasive texts.</i></p> <p><i>Students will produce a persuasive letter to the Principal asking for a “Wonderful Wednesday of Wonder”</i></p> <p><i>Students will study the generic structure, language and vocabulary of a persuasive text.</i></p> <p>The Lorax</p>  <p><i>In this unit students listen to, view, read and compare a range of Dr Seuss texts. They comprehend these texts and analyse poetic devices used in the texts. Students create a retell of story “The Lorax” from alternative perspectives. (Dr Seuss)</i></p> <p><u>Diagnostic/Formative Assessment</u> – Pat-R, PROBE, Writing Sample, Words Their Way Test</p> <p><u>Summative Assessment</u> – Observations, consultations and samples of work, Persuasive Letter</p>	<p>Kumiko and the Dragon</p>  <p><i>In this unit, students listen to, read, view and interpret the imaginative text Kumiko and the Dragon and Kumiko and the Dragon’s Secret. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. Using this knowledge they write an alternative ending for Kumiko and the Dragon’s Secret.</i></p> <p><u>Diagnostic Assessment</u> –Writing Samples</p> <p><u>Formative Assessment</u> –Observations, consultations and samples of work, chapter summaries (oral)</p> <p><u>Summative Assessment</u> –Alternate Ending</p>	<p>Information Report – Australian Landmarks</p> <p><i>Students will read “Are We There Yet?” by Alison Lester. This book explores a family traveling around Australia. They will record information about famous Australian landmarks on a matrix to build field knowledge in order to construct a written information report.</i></p>  <p>Topics for the report will be negotiated with students and content field knowledge will be frontloaded.</p> <p><u>Diagnostic Assessment</u> – PAT Reading, Writing Samples, PROBE</p> <p><u>Formative Assessment</u> –Observations, consultations and samples of work</p> <p><u>Summative Assessment</u> –Information Report</p>
Maths	<p>Term 1 Maths</p> <p><i>Students will work mathematically within the three content strands: Number and 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 • Shape • Data Representation & Interpretation <p>Summative Assessment: 3D Shape-Practical Task, Sprouting Surprises-Graphing Grassheads</p> <p>Assessment for number is ongoing</p> <p><i>(This unit of work is hyperlinked)</i></p>	<p>Term 2 Maths</p> <p><i>Students will work mathematically within the content strand: Number and Algebra. 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 ant 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 • Fractions & Decimals <p>Summative Assessment: Number Representation Placemat Assessment for number is ongoing</p> <p><i>(This unit of work is hyperlinked)</i></p>	<p>Term 3 Maths</p> <p><i>Students will work mathematically within the content strand: Number and Algebra. 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 ant 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 • Money & Financial Mathematics • Location & Transformation • Chance <p>Assessment for number is ongoing</p> <p>Summative Assessment</p>	<p>Term 4 Maths</p> <p><i>Students will work mathematically within the two 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 ant 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"> • Number & Place Value • Money and Financial Mathematics • Measurement <p>Assessment for number is ongoing</p> <p>Summative Assessment: Multiplication Fair</p>

Science

Earth and Space Sciences – Night and Day

Students will investigate how the Earth’s rotation on its axis causes regular changes, including day and night. They investigate the phases of the moon.



Assessment – Fortnightly Mini Quiz, Make a Poster or a Model, Shadow Stick Investigation, Short Answer Quiz

Physical Sciences - Hot Stuff

Students discover how heat can be produced and what sources produce heat. They explore how heat travels and is transferred from one object to another.



Students investigate heat conductors and insulators and learn how to read and record temperature using a thermometer.

Assessment – True/False Quiz, Investigation skills checklist, Short Answer Quiz, Heat Poster

Chemical Sciences - What’s the matter

Students will investigate the changes of states of matter between solids and liquids. They will conduct a variety of tests that involve the addition or removal of heat and how this effects the change of state.



Assessment – True/False Quiz, “I think..... because” Claim and Evidence Statements, Melting Investigation, Short Answer Quiz

Biological Science - Feathers, Fur and Scales

Students learn how to distinguish living and non-living things and investigate how living things are grouped according to observable features. They learn how to use a branching dichotomous key to classify unfamiliar specimens.



Assessment –Weekly “What is it?” quiz, Short answer safety quiz, “Classify it” – rotation through practical specimen classification activities

Humanities and Social Sciences

Our place in time

Students will investigate how the built environment in their local community has changed over time. Students will identify continuity of the school setting and the importance of this continuity. Students will also investigate the importance of the Country and Place to local Aboriginal peoples. Students will explore how land use, roads, modes of transport have changed and stayed the same over a period of time.



Assessment

Portfolio of evidence

Geography

Throughout this term students will be learning about Australia and its close neighbours. They will complete a series of tasks that will show their knowledge and understanding of these places.



Students will:

- Represent the location of places and their characteristics on maps
- Describe the location of places
- Use simple grid references and cardinal compass points
- Represent data in tables and simple graphs;
- Interpret geographical data to draw conclusions
- Identify and describe the similarities and differences between places
- Describe the features of places

Where are we going and what do we need?

Students will explore natural, managed and constructed features of places, their location and how places change throughout the seasons. They will identify activities located in these places and investigate how space is allocated for different activities and purposes. Students will investigate beaches, mountains, deserts and rainforests.

Where are we going and what do we need? Investigation

Students will identify the needs of a person visiting a particular place during a particular season. They will select appropriate clothing and equipment for the person and identify what types of activities the person will do whilst visiting the location. Students will explain the features of the place that the person is visiting.

Visual Art

Drawing From Life

Students are to explore visual conventions of self-portrait including the elements of line, colour and shape. Drawings should display correct proportions for facial features.

Colour My World

The aim of this unit is to experience colour mixing using primary, secondary and tertiary colours; create monochromatic colour schemes and understand terms such as tone and tint.

ASSESSMENT - A portfolio of artworks including a self-portrait, Picasso face and still life drawing.

Joy of Japan

Students will explore a variety of techniques, such as weaving, collage, drawing, and origami; and use different media to create a variety of artwork relating to texture and Japanese culture. This will link with the English and Geography unit.

Landmarks – multi media collage based on popular landmarks

Students will use different media to create a variety of artworks relating to Australian Landmarks. This will link with the English and Geography units.



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p>Introduction to the Recorder and other tuned/ untuned instruments/ Beat and Rhythm</p> <p>In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:</p> <p>Introduction to the Recorder and other tuned/ untuned instruments/ Beat and Rhythm</p> <p>Student will play a selected known tune on the recorder- using known pitches</p> <p>Students will reading tune/ rhythm from written music, noting crotchets and quavers (ta-a, ta, and titi) also crotchet rest (za)</p> <ul style="list-style-type: none"> • Listening test- matching pitches, melodies, chord and rhythms • Writing test: children wrote a2-4 bars of music using correct notation and play it correctly on the recorder • Test: individual pitch recognition 		<p>Introduction to the Recorder and other tuned/ untuned instruments/ Beat and Rhythm</p> <p>In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:</p> <p>Introduction to the Recorder and other tuned/ untuned instruments/ Beat and Rhythm</p> <p>Students will play known song on the recorder using known notes and rhythms eg: Bobby Shaftoe /Running Bears</p> <p>SPECIFICATIONS:</p> <p>Task requirements:</p> <ul style="list-style-type: none"> • Notes and rhythms read and played by students must be accurate • Students should maintain a steady beat, good tone and fluency • Students to demonstrate good playing techniques and good posture • Presentation is a performance to class, however adjustments will be made where necessary. • Children to demonstrate a good knowledge of music theory <p>Students will be given the opportunity to perform to their classmates and results recorded on iPad and a checklist.</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dance/Drama</p>			<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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design Technology</p>		<p>Geocity</p> <p>Students will create a Geometric City to demonstrate their knowledge, understanding and skill in technology.</p>		<p>Water cooler</p> <p>Students will investigate how to keep a drink bottle cool from the sun. They will conduct experiments to assist them in deciding what materials are best suited for their design. Students will then plan, create and design the drink holder. They will then reflect upon their design and learning.</p> <p>Assessment Task: Design and select appropriate resources to make a water bottle cooler</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE</p>	<p>Ball Games, Cross Country & Fitness</p> <p>In this band students build on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.</p> <ul style="list-style-type: none"> • 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. 	<p>Skipping & Athletics</p> <p>In this band students develop their knowledge and skills of skipping and athletics. They will continue to build on positive ways to interact with others and demonstrate fundamental movement skills while solving movement challenges.</p> <ul style="list-style-type: none"> • Skipping with and without equipment. • Skipping in teams. • Co-operating with peers to solve movement challenges. • Athletic skill and fitness. 	<p>Street Hockey</p> <p>In this band students develop their knowledge and skills of skipping and athletics. They will continue to build on positive ways to interact with others and demonstrate fundamental movement skills while solving movement challenges.</p> <ul style="list-style-type: none"> • Moving objects with equipment. • Hand and eye co-ordination. • Team work. • Skill and fitness

