

TERM 1		TERM 2	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

ENGLISH

READING	<p>UNIT 1: CREATING A COMMUNITY OF READERS Launching the Reading Workshop</p> <p>UNIT 2: NAPLAN Prep. Narrative Review</p> <p>Students analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them.</p>	<p>Stop and Think Aloud:</p> <p>Provide students with a short story. Students are asked to stop at certain points and write down what they are thinking.</p>	<p>UNIT 1: READING AND UNDERSTANDING INFORMATIVE & PERSUASIVE TEXTS</p> <p>Students confidently encounter and can decode less familiar words. Students explain how text structures assist in understanding the text.</p>	<p>Reflect and Respond to Questions:</p> <p>Students were given a persuasive text and asked to answer questions and respond to the text.</p>
WRITING	<p>UNIT 1: CREATING A COMMUNITY OF WRITERS Launching the Writer's Notebook and the Writing Folder.</p> <p>UNIT 2: NAPLAN PREP Narrative Review</p> <p>Students use language features to show how ideas can be extended. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They revise and edit their work for cohesive structure and meaning</p>	<p>Written Narrative:</p> <p>Provide students with a title e.g. "Through the Doorway" and ask them to plan for and then write a narrative. Students revise and edit.</p>	<p>UNIT 1: NAPLAN Prep. Persuasive Review</p> <p>Students develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences.</p> <p>UNIT 2: Informative</p> <p>When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They revise and edit their work for cohesive structure and meaning.</p>	<p>Pervasive Text</p> <p>Provide students with a topic e.g. "Students under 12 should be banned from Social Media" and ask them to plan for and then write a persuasive text explaining and justifying their point of view. Students revise and edit.</p>
SPEAKING & LISTENING	<p>Students develop and explain a point of view about a text selecting information, ideas and images from a range of resources.</p>	<p>Discussion with the teacher:</p> <p>Students were asked to justify their statements written in "Stop and Think Aloud", using evidence from the text.</p>	<p>Students develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.</p>	<p>Oral Presentation:</p> <p>Ask the students to discuss the different devices they used in their persuasive text and what their effect was?</p>

MATHEMATICS

NUMBER & ALGEBRA	<p>(NAPLAN Testing week 2 & 3)</p> <p>PLACE VALUE</p> <p>Students recognise and order numbers to at least hundreds of thousands.</p> <p>THE FOUR OPERATIONS – Problem Solving (2 WEEKS)</p> <p>Students solve simple problems involving the four operations using a range of strategies including digital technology. They estimate to check the reasonableness of answers and approximate answers by rounding. Students identify and describe factors and multiples.</p> <p>FRACTIONS (2WEEKS)</p> <p>Students order decimals and unit fractions and locate them on a number line. Students add and subtract fractions with the same denominator.</p>	<p>Summative Tasks designed at PLT Meeting when planning unit.</p> <p>My Garden;</p> <p>Students were asked to divide a garden bed into equal plots. What addition and subtraction sentences can you develop by looking at your plot and decimal patterns?</p>	<p>NAPLAN PREP & REVISION (2 WEEKS)</p>	
MEASUREMENT & GEOMETRY	<p>TIME (2 WEEKS)</p> <p>Students convert between 12 and 24-hour time. Students use a grid reference system to locate landmark</p> <p>SYMMETRY, TRANSFORMATIONS, REFLECTIONS, TRANSLATIONS (2 WEEKS)</p> <p>Students use a grid reference system to locate landmarks. They estimate angles, and use protractors and digital technology to construct and measure angles.</p>	<p>My Garden;</p> <p>Students were asked to create a timeline of a typical day in 24 hour time. They recorded their day in digital and analogue time.</p> <p>Summative Tasks designed at PLT Meeting when planning unit.</p>	<p>Grid References (2 weeks)</p> <p>Students use grid references for locations and use directional language</p> <p>PERIMETER AND AREAS (2 WEEKS)</p> <p>Calculate the perimeter and area of rectangles</p> <p>SHAPE (2 WEEKS)</p> <p>Investigate three-dimensional shapes and their nets</p>	<p>Summative Tasks designed at PLT Meeting when planning unit.</p>
STATISTICS & PROBABILITY		<p>Summative Tasks designed at PLT Meeting when planning unit.</p>	<p>DATA DISPLAYS (1 WEEK)</p> <p>Students pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology. They compare and interpret different data sets.</p>	

INTEGRATED-INQUIRY

INTEGRATED- INQUIRY ODD YEAR			UNIT: History The Australian colonies (5) What do we know about the lives of people in Australia's colonial past and how do we know? How did an Australian colony develop over time and why? How did colonial settlement change the environment? What were the significant events and who were the significant people that shaped Australian colonies?	
INTEGRATED- INQUIRY EVEN YEAR			UNIT: Geography Factors that shape the human and environmental characteristics of places (5) How do people and environments influence one another? How do people influence the human characteristics of places and the management of spaces within them? How can the impact of bushfires or floods on people and places be reduced?	

SPECIALISTS

SCIENCE	Earth and Space Science - The Solar System		Biological Science - Adaptation and Survival	
DIGITAL TECHNOLOGY				
PE	BALL SKILLS		FITNESS SKILLS	
VISUAL ARTS	Collograph Picture		PAINTING	
PERFORMING ARTS				
GLOBAL LEARNING	POSITIVE START PROGRAM (CARING, BALANCED, RESILIENT, COMMUNICATOR, COURAGEOUS & RESILIENT) (These are under the personal and social capabilities)		INQUIRER, THINKER, KNOWLEDGEABLE (These are under the critical and creative capabilities)	

TERM 3		TERM 4	
TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK	TOPIC & ACHIEVEMENT STANDARD	COMMON ASSESSMENT TASK

ENGLISH

READING	<p>UNIT 1: READING AND UNDERSTANDING POETRY</p> <p>Students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. When reading, they confidently encounter and can decode less familiar words.</p>	<p>Understanding Poetry:</p> <p>Students are given a poem to read. The different devices used were discussed. Students then turn and talk to their group/partner. Students complete an analysis of the poem individually.</p>	<p>UNIT 1: READING AND UNDERSTANDING IMAGINATIVE TEXTS</p> <p>Students understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them.</p>	<p>Imaginative Texts</p> <p>Students are given an extract from an imaginative text. Ask the students to write about what happens next based on their knowledge of the characters, setting and events so far.</p>
WRITING	<p>UNIT 1: Imaginative Exploring the World of Poetry Free Verse</p> <p>Students use language features to show how ideas can be extended. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p> <p>UNIT 2: Open Cycle</p> <p>Biographies Letters</p>	<p>Writing Poetry:</p> <p>Students were asked to write a poem of their own choice.</p>	<p>UNIT: IMAGINATIVE Authors as Mentors</p> <p>Students create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p> <p>UNIT: MULTI - GENRE YEAR</p> <p>Students will write in a variety of genres around the core theme of 'Leadership'.</p> <p>Students use language features to show how ideas can be extended. They develop and explain a point of view about a text.</p>	<p>Creative Writing:</p> <p>Beginning of a story. Students were asked to write the beginning of a story using the stories they had read as models. They discussed the task in groups before working individually in class.</p>
SPEAKING & LISTENING	<p>Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources.</p>	<p>Group Discussion-Poetry:</p> <p>Students were asked to respond to a range of questions that required literal, inferential, interpretive and evaluative understandings about the poetry selected for the task. The groups to discuss the poem and to justify their understandings.</p>	<p>Students make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.</p>	<p>Election Speech:</p> <p>Students create a deliver a speech; "Why I should be school/class captain." The audience was their teacher and Grade 5 classmates. The students worked in pairs to practise the writing and delivery of speeches.</p>

MATHEMATICS

NUMBER & ALGEBRA	<p>UNIT: Fractions (2 weeks) Students investigate patterns with fractions and use equivalent number sentence involving multiplication and division to find unknown quantities.</p> <p>UNIT: Money (2 weeks) Students create simple financial plans.</p>	<p>Summative Tasks designed at PLT Meeting when planning unit.</p>	<p>UNIT: THE FOUR OPERATIONS - Problem Solving (2 WEEKS)</p> <p>Students use multiplication of large numbers by one- and two-digit whole numbers to solve problems involving division by one digit. Students develop strategies to solve problems involving the addition and subtraction of fractions Students investigate number systems beyond hundredths</p>	<p>Treasure Hunt:</p> <p>Teacher is planning a Treasure Hunt for a group of Grade 5 & 6 students. There are 48 year 5 students and 60 Grade 6 students. Each team has to have equal numbers and team members are from the same grade level. What are all of the possible team sizes of team sizes that can participate in the treasure hunt and what are the largest possible team sizes our teacher can have?</p>
MEASUREMENT & GEOMETRY	<p>UNIT: Using Units of Measurement (2 weeks) Students use appropriate units of measurement for length, area, volume, capacity and mass</p>	<p>Summative Tasks designed at PLT Meeting when planning unit.</p>	<p>UNIT: Transformations and Symmetry (2 weeks)</p> <p>Students describe transformations of two-dimensional shapes and identify line and rotational symmetry.</p> <p>UNIT: Angles (2 weeks)</p> <p>Students estimate angles, and use protractors and digital technology to construct and measure angles.</p>	<p>2D Shapes and Symmetry</p> <p>Students were asked to draw 2D shapes and follow the language of position to transform, enlarge and record the lines of symmetry in the shapes. They were then asked to enlarge the 2D shapes using grid paper.</p>
STATISTICS & PROBABILITY	<p>UNIT: Investigating Chance and Probability (2 weeks) Students investigate chance, including outcomes of chance experiments and probabilities ranging from 0 to 1</p> <p>UNIT: Data Displays (2 weeks) Revision</p>	<p>Summative Tasks designed at PLT Meeting when planning unit.</p>	<p>UNIT: Investigating Chance and Probability Revision</p>	

INTEGRATED-INQUIRY

INTEGRATED-INQUIRY ODD YEAR	UNIT: HISTORY Australia as a nation (6) Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society?		UNIT: Civics & Citizenship By the end of Level 6, students identify the values that underpin Australia's democracy and explain the importance of the electoral process. They describe the purpose of key institutions and levels of government in Australia's democracy. They explain the role of different people in Australia's legal system and the role of parliaments in creating law. They identify various ways people can participate effectively in groups to achieve shared goals. Students explain what it means to be an Australian citizen and how people can participate as global citizens. They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. They identify possible solutions to issue as part of a plan of action.	
INTEGRATED-INQUIRY EVEN YEAR	UNIT: GEOGRAPHY A diverse and connected world (6) How do places, people and cultures differ across the world? What are Australia's global connections between people and places? How do people's connections to places affect their perception of them?		UNIT: Economics & Business By the end of Level 6, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They recognise that consumer choices and financial decisions are influenced by a range of factors and describe the effects of these choices and decisions on themselves, their family, others, the economy and the natural, economic and business environments. Students identify strategies that will assist in making informed consumer and financial decisions. They explain the purpose of business and recognise the different ways that businesses choose to provide goods and services. Students outline the many reasons why people work and describe the changing nature of work. They describe the nature of enterprising behaviours and capabilities and explain why these behaviours are important for individuals and businesses. Students outline the advantages and disadvantages of proposed actions in response to an economics and/or business issue or event and identify the possible effects of their decisions on themselves and others	

SPECIALISTS

SCIENCE				
DIGITAL TECHNOLOGY	Digital Systems/ Data and Information		Creating Digital Solutions	
PE	BALLS SKILLS		FITNESS SKILLS	
VISUAL ARTS				
PERFORMING ARTS	DRAMA		DANCE	
GLOBAL LEARNING	PRINCIPLED (Ethical Capability)		OPEN MINDED (Intercultural Capability)	