

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

ENGLISH

READING	UNIT 1: CREATING A COMMUNITY OF READERS Launching the Reading Workshop Students understand how to use knowledge of phonics when decoding unfamiliar words and the technical or derived words in increasingly complex texts.	Read Aloud: Students read an unknown text to the teacher and the strategies used for decoding are assessed.	UNIT 1: READING AND UNDERSTANDING INFORMATIVE TEXTS They select and use evidence from a text to explain their response to it.	Response to Information Report Students are given a few paragraphs from an information report. They are to determine the main idea in their own words
	UNIT 2: READING AND UNDERSTANDING POETRY They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.	Creating Poems Students create 3 poems that have with a range of purposes and audiences.	UNIT 4: INFORMATIVE They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.	Writing and Informative Text Students write an informative text asked to revise and edit based on an agreed rubric.
WRITING	UNIT 1: CREATING A COMMUNITY OF WRITERS UNIT 2: IMAGINATIVE: POETRY They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.	Presentation/ Reading Students take 1 poem they wrote from above and present it to the class.	UNIT 8: MULTI-GENRE Exploring how to write about a topic in a variety of interesting forms	Explanation/Discussion Students explain how their choices of language features and images are used.
SPEAKING & LISTENING	They create detailed texts, elaborating on key ideas for a range of purposes and audiences.	Presentation/ Reading Students take 1 poem they wrote from above and present it to the class.	They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.	Explanation/Discussion Students explain how their choices of language features and images are used.

MATHEMATICS

NUMBER & ALGEBRA	<p>Place Value describe prime, composite, square and triangular numbers fractions with related denominators and represent them on a number line</p> <p>Addition and Subtraction add and subtract fractions with related denominators and present them on a number line add and subtract decimals</p>		<p>Fractions sequence whole numbers, fractions and decimals and describe the rule used find a simple fraction of a quantity where the result is a whole number</p> <p>Multiplication & Division use efficient mental and written strategies for all four operations with whole numbers investigate positive and negative numbers investigate fractions of a quantity multiply and divide decimals by powers of ten investigate order of operations</p> <p>Patterns and Algebra design algorithms to solve problems using branching and iteration</p>	<p>Number Task Students were given a task for their understanding in two parts. Select two fractions and explain which one has the larger value and explain why.</p> <p>Select three positive numbers and three negative numbers, place them on a number line and use less than greater than and equal to create number sentences with them.</p>
MEASUREMENT & GEOMETRY	<p>Units of Measurement solve length and area problems connect volume and capacity and their units of measurement</p> <p>Units of Measurement connect and convert metric units of length, mass and capacity</p> <p>Shape construct prisms and pyramids</p>	<p>Measurement task Students we asked to calculate the area of rectangles and explain their thinking when calculating an area that could be split into rectangles.</p>	<p>Symmetry, Transformation and Angles investigate angles investigate translations, reflections and rotations be introduced to the Cartesian coordinate system</p>	<p>Geometry Task Students were given a diagram that consisted of a pair of parallel lines and another line that intersects the parallel lines. They were given the size of one of the angles formed and asked to calculate the size of all of the other angles without using measurement. they were asked to explain their reasoning.</p>
STATISTICS & PROBABILITY				

INTEGRATED-INQUIRY

INTEGRATED- INQUIRY ODD YEAR			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			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	Chemical Science - States of Matter		Physical Science - Electricity	
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 IMAGINATIVE TEXTS</p> <p>They compare and analyse information in different texts, explaining literal and implied meaning.</p> <p>They also analyse and explain different methods authors use to represent ideas, characters and events.</p>	<p>Compare and contrast</p> <p>Students will analyse and explain different methods authors use to represent ideas, characters and events using two mentor text.</p> <p>Inference task</p> <p>To be connected to above.</p>	<p>UNIT 1: READING AND UNDERSTANDING IMAGINATIVE TEXTS</p> <p>Students understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary represent ideas and events.</p>	<p>Persuasive Poster (work sample 3)</p> <p>Students were given an article and they were required to interpret the article in their own words. They were asked to design a persuasive poster to illustrate their interpretation.</p>
WRITING	<p>UNIT 1: IMAGINATIVE</p> <p>Authors as Mentors</p> <p>Exploring and using the craft of the following authors:</p> <p>UNIT 2: IMAGINATIVE</p> <p>Reviewing our understandings of imaginative writing</p> <p>They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.</p>	<p>Students write an imagine text based on a given sample. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.</p>	<p>UNIT 1 PERSUASIVE</p> <p>Exploring the different ways to persuade</p> <p>UNIT 2: OPEN CYCLE</p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.</p>	<p>Persuasive Text Writing</p> <p>Students write a persuasive pieces to explain how their choices of language features and images are used.</p>
SPEAKING & LISTENING	<p>They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p>	<p>Present their opinions based on compare and contrast task.</p>	<p>Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis.</p>	<p>Explanation/Discussion</p> <p>Students describe and explain their process of editing and revising their persuasive text</p> <p>Debate.</p>

MATHEMATICS

NUMBER & ALGEBRA	<p>Place Value describe prime, composite, square and triangular numbers fractions with related denominators and represent them on a number line</p> <p>Addition and Subtraction add and subtract fractions with related denominators and present them on a number line add and subtract decimals</p> <p>Multiplication & Division multiply decimals by whole numbers and perform divisions with terminating decimals investigate fractions, decimals and percentage (equivalence)</p>	<p>Number Task Work sample 7 Problem solving</p>	<p>Fractions sequence whole numbers, fractions and decimals and describe the rule used find a simple fraction of a quantity where the result is a whole number</p>	
MEASUREMENT & GEOMETRY	<p>Symmetry, Transformation and Angles Units of Measurement connect volume and capacity and their units of measurement</p> <p>Time interpret and use timetables measure, calculate and compare elapsed time</p>			
STATISTICS & PROBABILITY			<p>Chance describe probabilities using fractions, decimals and percentages conduct chance experiments (observed and expected frequency)</p> <p>Data construct and interpret data displays interpret secondary data pose and refine questions</p>	

INTEGRATED-INQUIRY

INTEGRATED-INQUIRY ODD YEAR	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?		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	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?		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	BALL SKILLS		FITNESS SKILLS	
VISUAL ARTS				
PERFORMING ARTS	DRAMA		DANCE	
GLOBAL LEARNING	PRINCIPLED (ethical capability)		OPEN MINDED (intercultural capability)	