

Learning Area	Unit Description	Assessment Tasks
English	<p><u>Exploring Informative texts</u> Students listen to, read, view and interpret a range of informative texts. They identify and understand text and language features of informative texts and apply these to their own writing.</p>	<p><u>Information report</u> Students write an information report on weathering and erosion applying information they have learnt through their science unit.</p>
Mathematics	<p>Students develop understandings of: Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation. Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement. Shape — compare the areas of regular and irregular shapes using informal units of area measurement. Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts.</p>	<p><u>Recalling and using multiplication and division facts</u> Students recall multiplication and division facts, identify and explain unknown quantities and solve problems using appropriate strategies for multiplication and division.</p> <p><u>Comparing areas</u> <i>Short answer questions</i> Students compare areas of regular and compare areas of regular and irregular shapes using informal units.</p> <p><u>Measurement madness</u> Students use scaled instruments to measure temperature, mass, capacity and length.</p>
Science	<p><u>Beneath Our feet</u> In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity.</p>	<p><u>Investigating soil erosion</u> Students write an information report to describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>
HAASS	<p><u>Early exploration and settlement</u> Inquiry question: <i>What were the short- and long-term effects of European settlement?</i> In this unit, students will:</p> <ul style="list-style-type: none"> • explore the diversity of different groups within their local community • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong • examine the purpose of laws and distinguish between rules and laws • make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British • investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people • analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment • draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius. 	<p><u>European exploration and settlement</u> Students explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society.</p>
Health and Physical Education	<p><u>Physical Education: Athletic Spectacle</u> Students participate in activities that teach the fundamental movement skills and elements of movement involved with performing: long jump, shot put, high jump, discus, running races and relays.</p> <p><u>Health</u> Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.</p>	<p><u>Athletic Spectacle</u> Students create an athletic-themed sequence using fundamental movement skills and elements of movement to perform running, jumping.</p> <p><u>Health: All About Me</u> Students create a suitcase and fill it with items connected to their identity to present to the class. They will identify how heritage and culture influence identity.</p>
The Arts	<p><u>Music</u> Students learn about the features of a ukulele and playing techniques. The outcome at the unit's end is to play chords A, C and C7 on the ukulele and use the skills to independently play songs that require positional changes of the fingers of the left hand. Students are required to play in time with musical accompaniment, as well as play and sing in an acoustic setting.</p> <p><u>Drama</u> Students make and respond to drama by exploring dramatic traditions and practices in stories of Australia.</p>	<p><u>Music</u> Students choose a song (or exercise) from the given list and perform with or without teacher assistance.</p> <p><u>Drama: First Fleet</u> Students devise, perform and respond to a drama based on a storytelling about the First Fleet.</p>

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