

		Semester 1			Semester 2		
ENGLISH 8h/w	CURRICULUM KNOWLEDGE	<p>Imaginative focus: Short Story U2: Write a short story about a character who faces a conflict [C2C U1 V8]</p> <ul style="list-style-type: none"> Listen to and read a range of short stories by different authors. Write a short story about a character who faces a conflict. Reflect on the writing process when making and explaining editorial choices. <p>Texts: <i>Good Dog – Morris Gleitzman</i> From the <i>Brainstorms</i> collection: <i>The Sea Shell</i> <i>Kooka's Lunch</i></p>	<p>Persuasive focus: Advertisement U2: Write a multi-modal advertisement about a holiday destination [C2C U2 V8]</p> <ul style="list-style-type: none"> Read, view and listen to advertisements in print and digital media. Understand how text features and language combine to persuasive effect. Understand advertising texts' persuasive features through written responses to comprehension questions Create a digital multimodal advertisement and an explanation of these choices. <p>Texts: <i>Arnhem Land Advertisement [C2C provided text]</i> <i>Kingsland Advertisement [C2C provided text]</i> <i>Moreton Island Advertisement [C2C provided text]</i></p>	<p>Informative focus: Written analysis and evaluation U3: Exploring news reports in the media [C2C U3 V8]</p> <ul style="list-style-type: none"> Listen to, read and view a variety of news reports from television, radio and the internet. Identify and analyse bias in media reports. Evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. Create a written response to a news report. <p>Texts: <i>Australian Savagery and Saving the Shark – Vivien Cuttle</i> <i>Behind the News: Shark Fins – Sarah Larsen</i> <i>Western Australia's shark baiting results feed dissent – Claire Moodie</i></p>	<p>Imaginative: Recount episode U5: Interpreting literary texts [C2C U4 V8]</p> <ul style="list-style-type: none"> Students listen to, read and view extracts from literary texts set in earlier times and places. Demonstrate understanding of how events and characters are created within historical contexts. Create a literary text that establishes time and place for the reader and explores personal experiences. <p>Texts: <i>My Place – Nadia Wheatley</i> <i>A Waltz for Matilda – Jackie French</i></p>	<p>Persuasive focus: Text Interpretation U6: Exploring literary texts by the same author [C2C U5 V8]</p> <ul style="list-style-type: none"> Listen to and read extracts from novels by the same author to identify language choices and author strategies used to influence the reader. Compare two novels by the same author to identify aspects of author style Prepare a response analysing author style in the novel, and participate in a panel discussion. <p>Texts: <i>45 + 47 Stella Street – Elizabeth Honey</i> <i>Don't Pat the Wombat – Elizabeth Honey</i></p>	<p>Informative focus: Explanation U4: Arguing a point of view [C2C U6 V8]</p> <ul style="list-style-type: none"> Listen to, read and view a variety of news reports from television, radio and internet. Identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. Create an explanation of how a news report influences an audience.
	KNOWLEDGE APPLICATION	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns Write new setting, event or character <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written narrative models to write a new chapter 	<p>R2L Teaching Cycle: Factual</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph by paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns Analyse key paragraphs/ phrases from model arguments <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use same evaluative language patterns to write a new ad <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct models of advertisements 	<p>R2L Teaching Cycle: Story and Factual</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Prepare and read whole Learn field knowledge <u>Detailed Reading</u> <ul style="list-style-type: none"> Range of views Positioning and language features used Features of the medium Structure of evaluative essay Explanation of language features Explanation of use of media <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns to write a new point of view on a topic. <u>Joint Construction</u> <ul style="list-style-type: none"> Note take to record information into analysis table Note take to represent structure and proportion of text <u>Joint Construction</u> <ul style="list-style-type: none"> Factual: Note take to represent structure and proportion in table; to categorise language features Fictional: change the POV of the reporter and person interviewed Fictional: Rewrite evaluative essay to refer to another text 	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Prepare and read whole Discuss themes and aesthetics <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns to write a new event/ setting/ character <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases of narrative to write a new text 	<p>Teaching Cycle: Argument</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns using key paragraphs from the model arguments Highlight evaluative language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use same evaluative language patterns New issue and position <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct models of arguments 	<p>R2L Teaching Cycle: Factual/ Text Response</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Learn field knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Highlight key information from the text and discuss in depth <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Write new sentences guided by the teacher <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases of text Use notes from paragraph-by-paragraph reading to organise information

		Semester 1			Semester 2		
ENGLISH 6h/w	SKILL DEVELOPMENT	<ul style="list-style-type: none"> C2C Spelling word list & R2L text spelling Noun, verb groups Editing skills Theme position Conjunctions Reference words 	<ul style="list-style-type: none"> C2C Spelling word list Noun, verb groups Editing Fact/opinion statements Modal verbs Appraisal language Formal/informal language Sentence starters Connectives (compare and contrast vocabulary) 	<ul style="list-style-type: none"> Noun, verb groups Editing Sentence starters Connectives Appraisal language Modal verbs Fact/opinion statements Formal/informal language Appraisal/evaluative language 	<ul style="list-style-type: none"> C2C Spelling word list & R2L text spelling Noun, verb groups Editing skills Theme position Conjunctions Reference words 	<ul style="list-style-type: none"> C2C Spelling word list Noun, verb groups Editing Sentence starters Connectives Appraisal language Modal verbs Fact/opinion statements Formal/informal language Appraisal/evaluative language 	<ul style="list-style-type: none"> C2C Spelling word list Noun, verb groups Editing Fact/opinion statements Modal verbs Appraisal language Formal/informal language Sentence starters Connectives (compare and contrast vocabulary)
	ACHIEVEMENT STANDARDS	<p>Receptive modes (listening, reading and viewing) By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.</p> <p>Productive modes (speaking, writing and creating) Students understand how language features and language patterns can be used for emphasis. They explain how their choices of language feature. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p>	<p>Receptive modes (listening, reading and viewing) By the end of Year 6, students analyse and explain how language features, images and vocabulary are used by different authors to represent ideas. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.</p> <p>Productive modes (speaking, writing and creating) Students understand how language features 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. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations using a variety of strategies for effect. make considered vocabulary choices to enhance cohesion and structure in their writing.</p>	<p>Receptive modes (listening, reading and viewing) By the end of Year 6, students analyse and explain how language features and vocabulary are used to represent ideas and events. Students analyse information in complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.</p> <p>Productive modes (speaking, writing and creating) They show how specific details can be used to support a point of view. Students create detailed texts elaborating on key ideas for purposes and audiences.</p>	<p>Productive modes (speaking, writing and creating) 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. Students create detailed texts elaborating on key ideas. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity</p>	<p>Receptive modes (listening, reading and viewing) By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by authors to represent ideas, characters and events. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others ideas.</p> <p>Productive modes (speaking, writing and creating) 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 make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p>	<p>Receptive modes (listening, reading and viewing) By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used to represent ideas. Students compare and analyse information in different and complex texts. They select and use evidence from a text to explain their response to it.</p> <p>Productive modes (speaking, writing and creating) They show how specific details can be used to support a point of view. Students create detailed texts elaborating on key ideas for purposes and audiences. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make.</p>
	ASSESSMENT	<p>Formative and summative assessment:</p> <ul style="list-style-type: none"> Plan and write a short story developing character and language to engage audience. 	<p>Summative assessment:</p> <p>Reading comprehension task</p> <p>Digital multi-modal advertisement</p> <ul style="list-style-type: none"> Selects and uses language features Written biographical essay 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Evaluation of a news report (interview transcript) 	<p>Formative and Summative assessment:</p> <ul style="list-style-type: none"> A letter to the future (unknown audience) providing description and recount detail to create a sense of the current time and place. 	<p>Formative and Summative Assessment:</p> <ul style="list-style-type: none"> Analyse an author panel discussion (oral) 	<p>Formative and Summative assessment:</p> <ul style="list-style-type: none"> Multimodal presentation Reading comprehension test
	Year level Moderation	School Moderation	Cluster Moderation	Year Level Moderation	Cluster Moderation	School Moderation	

		Term 1	Term 2	Term 3	Term 4
MATHEMATICS 5h/w CURRICULUM KNOWLEDGE SKILL DEVELOPMENT	KA	Plan the layout and costs for an area of the school grounds which is to be landscaped or turned into a playground area (take into account any budgetary and space constraints)	Using a 2D floor plan to create a modern house from 3D shapes, calculating the surface area to paint	Collect, explore and graph data about conserving resources, then make recommendations and reflect on your learning.	Plan the itinerary and costs for a class excursion or camp
		Unit 1 Number and place value: Identify and describe properties of prime and composite numbers, select and apply efficient mental and written strategies to problems involving all four operations. Fractions and decimals: Order and compare fractions with related denominations; calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions with the same or related denominators; find a simple fraction of a quantity; make connections between equivalent fractions, decimals and percentages. Data representation and interpretation: Revise different types of data displays; interpret data displays; investigate the similarities and differences between different data displays; identify the purpose and use of different displays and identify the difference between categorical and numerical data. Chance: Represent the probability of outcomes as fractions or decimal and conduct chance experiments. Using units of measurement: Solve problems involving the comparison of lengths and areas, and interpret and use timetables. Money and financial mathematics: Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.	Unit 2 Number and place value: Select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers; identify, describe and continue square and triangular numbers. Fractions and decimals: Apply mental and written strategies to add and subtract decimals; solve problems involving decimals; make generalisations about multiplying whole numbers and decimals by 10, 100 and 1000; apply mental and written strategies to multiply decimals by one-digit whole numbers; locate, order and compare fractions with related denominators and locate them on a number line. Shape: Problem solve and reason to create nets and construct models of simple prisms and pyramids. Geometric reasoning: Make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles. Patterns and algebra: Continue and create sequences involving whole numbers and decimals; describe the rule used to create these sequences; explore the use of order of operations to perform calculations. Using units of measurement: Make connections between volume and capacity.	Unit 3 Money and financial mathematics: Connect decimals, fractions and percentages; calculate percentages; calculate discounts of 10%, 25% and 50% on sale items. Location and transformation: Identify the four quadrants on a Cartesian plane; plot and read points in all four quadrants; describe combinations of translations, reflections and rotations. Number and place value: Identify and describe properties of prime, composite, square and triangular numbers; multiply and divide using written methods including a standard algorithm; solve problems involving all four operations with whole numbers; compare and order positive and negative integers. Using units of measurement: Connect decimals to the metric system; convert between units of measure; solve problems involving length and area; connect volume and capacity. Fractions and decimals: Add and subtract fractions with related denominators; calculate a fraction of a quantity; multiply and divide decimals by powers of 10; add and subtract decimals; divide numbers that result in decimal remainders; solve problems involving fractions and decimals. Patterns and algebra: Continue and create sequences involving whole numbers, fractions and decimals; describe the rule used to create the sequence and apply the order of operations to assist calculations.	Unit 4 Chance: Conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or percent; explore the effect of large trials on results; compare observed and expected frequencies. Data representation and interpretation: Compare primary and secondary data; source secondary data; explore data displays in the media; identify how displays can be misleading. Number and place value, patterns and algebra: Write a rule to describe a pattern; apply the rule to find the value of unknown terms; solve integer problems; plot coordinates in all four quadrants; solve problems using the order of operations; solve multiplication and division problems using a written algorithm. Geometric reasoning: Measure angles; apply generalisations about angles on a straight line; angles at a point and vertically opposite angles; and apply in real-life contexts. Location and transformation: Apply translations, reflections and rotations to create symmetrical shapes. Fractions and decimals: Add, subtract and multiply decimals; divide decimals by whole numbers; calculate a fraction of a quantity and percentage discount; compare and evaluate shopping options.
		<ul style="list-style-type: none"> • Timetables (x2 – x10) • Factors • Multiples • Prime & composite numbers • Identifying, representing simple fractions, decimals, percentages • Add and subtract unit fractions, decimals • Equivalent fractions • Converting fractions, decimals, percentages • Classify categorical and numerical data • List possible outcomes • Representing probability using fractions • Read and represent 24 hour time • Perimeter of 2D shapes • Area of rectangles • Converting units of measurement (length) • Calculating discounts 	<ul style="list-style-type: none"> • Timetables (x2 – x10) • Identify and represent decimals • Place value (decimal numbers) • Equivalent fractions and decimals and percentages • Connect nets of 3D shapes to 3D objects and vice versa • Identify and classify angles • Order of operations • Generalisations – angles • Multiplying and dividing fractions and decimals 	<ul style="list-style-type: none"> • Timetables (x2 – x10) • Factors • Multiples • Prime & composite numbers • Square & triangular numbers • Calculate discounts • Best value for money problems • Cartesian plane – plotting points • Identify translation, rotation, reflection symmetry • Convert decimals to metric system • Find capacity • Find volume • Perimeter of 2D shapes • Area of rectangles • Add/subtract decimals • Equivalent fractions and decimals 	<ul style="list-style-type: none"> • List possible outcomes • Representing probability using fractions • Classify categorical and numerical data • Timetables (x2 – x10) • Factors • Multiples • Calculate discounts • Best value for money problems • Identify and represent decimals • Place value (decimal numbers) • Order decimals (ascending and descending order) • Order of operations

		Term 1	Term 2	Term 3	Term 4
MATHEMATICS 5h/w ACHIEVEMENT STANDARD ASSESSMENT	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals.</p> <p>Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. They interpret and compare a variety of data displays including those displays for two categorical variables. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. Students list and communicate probabilities using simple fractions, decimals and percentages.</p>	<p>Students solve problems involving all four operations with whole numbers. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They solve problems using the properties of angles. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. They write correct number sentences using brackets and order of operations. They construct simple prisms and pyramids.</p>	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. Students describe combinations of transformations. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane.</p>	<p>By the end of Year 6, They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.</p> <p>Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. Students list and communicate probabilities using simple fractions, decimals and percentages.</p>	
	<p>Data Decoder (summative) Students interpret, compare and analyse data displays to make reasoned decisions.</p> <p>Rodeo round-up (summative) Students interpret and use timetables and cost information to determine a travel schedule.</p> <p>Measurement Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p>Order of operations (summative) Students write and apply the correct use of brackets and order of operations in number sentences.</p> <p>Investigating angles (summative) Students solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</p> <p>Shape Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a shape inquiry question.</p>	<p>Number properties and percentage discounts (summative) Students recognise the properties of prime, composite, square and triangular numbers; solve problems involving division and multiplication and calculate common percentage discounts on sale items. Students connect fractions, decimals and percentages as different representations of the same number.</p> <p>Integers, Cartesian plane and transformations (summative) Students describe the use of integers in everyday contexts, locate integers on a number line and locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p> <p>Fractions and decimals (summative) Students solve problems involving the addition and subtraction of related fractions. Students calculate simple fractions of a quantity and describe rules for sequences involving fractions and decimals. They perform calculations on decimals including multiplying and dividing by powers of 10.</p>	<p>Is the game "Dice difference" fair? (summative) Students write probabilities as fractions, decimals and percentages and compare observed and expected frequencies.</p> <p>Data and Measurement Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a data and measurement inquiry question.</p>	

		Term 1	Term 2	Term 3	Term 4
STEM 3h/w	KA	Energy and electricity (C2C Unit 2)	Now you see it (Year 5 - C2C Unit 3)	Matter matters (Year 5 - C2C Unit 4)	Making changes (C2C Unit 1)
	CURRICULUM KNOWLEDGE	Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.	Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.	Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.	Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.
	ACHIEVEMENT STANDARD	By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.	By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods and or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.
ASSESSMENT	Exploring energy and electricity Supervised assessment Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose. <i>Assessment of student learning will be gathered from completing a STEM project work.</i>	Assessment- Exploring the transfer of light Experimental investigation Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.	Assessment- Explaining solids, liquids and gases Collection of worksheets activities Students complete activities to describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using an multimodal planners	Reversible or irreversible? Worksheet Students will classify changes associated melting, freezing, dissolving, burning and rusting, to be able to classify them as reversible or irreversible and provide an explanation based on observable properties.	

CURRICULUM KNOWLEDGE	Design and Technology Hands off! (C2C unit 2)	Digital Technology A-maze-ing digital designs (C2C Unit 1)		
	<p>Students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make a prototype electrical device that is part of the solution.</p> <p>They will examine the role of people in engineering technology occupations in developing solutions for current and future use.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> • Investigating by: <ul style="list-style-type: none"> ○ the analysis of technologies applied in security systems ○ the testing of circuits and devices that control movement, sound or light • Generating and documenting design ideas for securing environments using technical terms and graphical representation techniques • Producing a functional device by safely using materials, components, tools and techniques • Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability • Collaborating as well as working individually throughout the process • Managing by developing project plans that include resources. 	<p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs • plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online. 		
ACHIEVEMENT STANDARD	<p>By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.</p>	<p>By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.</p> <p>Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</p>		
ASSESSMENT	<p>Hands off! Designing a secure environment</p> <p><i>Portfolio</i></p> <p>Students design a solution to an environment's security need and make an electrical device.</p>	<p>A-maze-ing digital designs</p> <p><i>Portfolio</i></p> <p>Assessment of student learning will be gathered from an assessment portfolio which includes a collaborative digital solution.</p>		

Semester One

Semester Two

HUMANITIES AND SOCIAL SCIENCES 2h/w	KA	Unit 1: Australia in the past <i>How have key figures, events and values shaped Australian society, its system of government and citizenship</i>	Unit 2: Australians as citizens <i>What does it mean to be an Australian citizen?</i> <i>How have experiences of democracy and citizenship differed between groups, including those from and in Asia?</i>	Unit 3: Australian in a diverse world <i>How do places, people and cultures differ across the world?</i>	Unit 4: Australia's global connections <i>How do Australia's global connections influence my role as a global citizen?</i>	Unit 5: Making decisions to benefit my community <i>How can resources be used to benefit individuals, the community and the environment?</i>
	CURRICULUM KNOWLEDGE	<ul style="list-style-type: none"> examine the key figures, events and ideas that led to Australia's Federation and Constitution recognise the contribution of individuals and groups to the development of Australian society since Federation investigate the key institutions, people and processes of Australia's democratic and legal system locate, collect and interpret information from primary sources sequence information about events and the lives of individuals in chronological order present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	<ul style="list-style-type: none"> recognise the responsibilities of electors and representatives in Australia's democracy consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens identify different points of view and solutions to an issue generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children investigate stories of groups of people who migrated to Australia since Federation sequence information about events and represent time by creating timelines present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	<ul style="list-style-type: none"> examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia investigate differences in the economic, demographic and social characteristics of countries across the world consider the world's cultural diversity, including that of its indigenous peoples identify Australia's connections with other countries organise and represent data in large- and small-scale maps using appropriate conventions interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms. 	<ul style="list-style-type: none"> identify how Australia's connections with other countries change people and places recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places develop appropriate questions to frame an investigation locate and collect useful data and information from primary and secondary sources organise and represent data in a range of formats, using appropriate conventions interpret data to identify, patterns and trends, and to infer relationships identify different points of view and solutions to an issue reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms. 	<ul style="list-style-type: none"> investigate a familiar community or regional economics or business issue that may affect the individual or the local community examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment recognise the reasons businesses exist and the different ways they provide goods and services present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.
	ACHIEVEMENT STANDARD	<p>By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They describe the causes and effects of change on society. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They locate and collect useful data and information from primary and secondary sources. Students sequence information about events, the lives of individuals and selected phenomena in chronological order. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</p>	<p>By the end of Year 6, students identify and describe continuities and changes for different groups in the past and present. They compare the experiences of different people in the past. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. They explain different views on how to respond to an issue or challenge. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. Students sequence information about events and represent time by creating timelines. They generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</p>	<p>By the end of Year 6, students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</p>	<p>By the end of Year 6, students describe how people, places, communities and environments are globally interconnected and identify the effects of these interconnections over time. Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They interpret data to identify, describe and compare patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. They organise and represent data in a range of formats, using appropriate conventions. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms.</p>	<p>Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</p>
	ASSESSMENT	<p><i>Assessment task</i></p> <p>To explain the significance of key people, events, institutions and processes to the development of the Australian nation.</p>	<p><i>Assessment task</i></p> <p>To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past</p>	<p><i>Assessment task</i></p> <p>To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.</p>	<p><i>Assessment task</i></p> <p>To investigate the effects of trade connections between Australia and Asia.</p>	<p><i>Assessment task</i></p> <p>To explain ways that resources can be used to benefit individuals, the community and the environment.</p>

Semester One		Semester Two	
<p>Visual Arts - U2: Say it with art</p> <p>In this unit, students explore recontextualisation of objects and non-traditional art materials to communicate ideas.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context compare recontextualisation of readymades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern. 	<p>Media Arts – U2: Documentary – what’s the story</p> <p>In this unit, students create a documentary style film to tell the personal story of someone known to them or researched.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Visual Arts – U1: The animal within (Multicultural Night)</p> <p>In this unit, students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. 	<p>Dance – U1: Symmetry and dance</p> <p>In this unit, students make and respond to dance by exploring symmetry as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination perform dance using expressive skills to communicate a choreographer’s ideas on symmetry explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts.
<p>Assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> explain how ideas are represented in artworks they view describe the influences of artworks and practices from different cultures, times and places on their art making use visual conventions and visual arts practices to express a personal view in their artworks demonstrate different techniques and processes in planning and making artworks describe how the display of artworks enhances meaning for an audience. 	<p>Assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share explain how points of view, ideas and stories are shaped and portrayed in media artworks they view explain the purposes and audiences for media artworks made in different cultures, times and places work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting. 	<p>Assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> explain how ideas are represented in artworks they view describe the influences of artworks and practices from different cultures, times and places on their art making use visual conventions and visual arts practices to express a personal view in their artworks demonstrate different techniques and processes in planning and making artworks describe how the display of artworks enhances meaning for an audience. 	<p>Assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> explain how the elements of dance, choreographic devices and production elements communicate meaning about symmetry in dances they make, perform and view describe characteristics of symmetry in dances from different social, historical and cultural contexts that influence their dance making structure movements in dance sequences and use the elements of dance and choreographic devices, using the stimulus of symmetry to make dances that communicate meaning work collaboratively to perform dances using the stimulus of symmetry for audiences, demonstrating technical and expressive skills.
<p>Music</p> <p>During music lessons, students play the recorder, participate in rhythm work and staff notation.</p>	<p>Music</p> <p>During music lessons, develop understandings of recorder, rhythm work and accompaniments, staff notation.</p>	<p>Music</p> <p>During music lessons, students continue recorder, rhythm work, staff notation, ostanati (rhythmic and melodic) and are introduced to the ukulele</p>	<p>Music</p> <p>During music lessons, students learn about Rhythm work, Ostinati (rhythmic and melodic), Solfa sounds and handsigns, and perform with recorder and ukulele</p>
<p>Assessment: Teacher observations-Recorder playing, Reading/ writing/ playing rhythms, Reading and writing notes on the staff</p>	<p>Assessment: Teacher observations-Recorder playing, Reading/ writing/ playing known songs; Reading and writing solfa sounds; Individual performance on recorder.</p>	<p>Assessment: Teacher observations-Reading/ writing/ playing rhythms; Reading, writing and performing notes on the staff</p>	<p>Assessment: Teacher observations-Reading/ writing/ playing rhythms; Reading, writing and performing solfa sounds; Individual performance on recorder and ukulele</p>

		Term 1	Term 2	Term 3	Term 4
HEALTH & PHYSICAL EDUCATION 2h/w	<p>School-based swimming program</p> <p>In this unit, students apply appropriate techniques to swim freestyle, backstroke, breast stroke and butterfly for advanced swimmers. Stroke correction, diving and turns are the focus for the unit.</p> <p>Students:</p> <ul style="list-style-type: none"> Develop arm, leg and breathing movements to perform recognized strokes Understand how timing and effort affect movements and overall strokes Develop advanced swimming skills of diving, turning and body position specific to individual strokes <p>Understand the benefits of being fit and physically active and how they relate to swimming.</p>	<p>Fitness fun (C2C U2)</p> <p>Students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing</p> <p>Students:</p> <ul style="list-style-type: none"> participate in health-related fitness activities experience a health-related fitness circuit to explore circuit purposes and principles explore how manipulating or modifying the elements of movement impacts on performance in health-related fitness activities develop understanding of the organisation of fitness circuits 	<p>'All codes' football (C2C U3)</p> <p>Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football.</p> <p>Students:</p> <ul style="list-style-type: none"> develop, practice and perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations propose and combine movement concepts (space, effort, time and relationships) to achieve outcomes develop attacking and defensive strategies in a range of contexts apply attacking and defensive strategies to "All codes" football apply and refine the specialised movement skills of 'all codes' football 	<p>Swim and Survive Level 6</p> <p>Provide students with safety and survival skills and extend the range of swimming skills and endurance needed for survival.</p> <p>Students demonstrate proficiency in:</p> <ul style="list-style-type: none"> safe water entries swimming in and water removal of clothing pulling a struggling swimmer to safety from the side of pool endurance swimming freestyle, breaststroke, backstroke, sidestroke treading water for an extended period 	
	<p>By the end of Year 6:</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6:</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6:</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6:</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	
	<p>Assessment: Observations / checklists</p>	<p>Assessment: Observations / checklists</p>	<p>Assessment: Observations / checklists</p>	<p>Assessment: Swim and Survive Level 6 Test</p>	
	<p>Health: Who influences me?</p> <p>Students explore how important people in their lives and the media can influence health behaviour. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.</p> <ul style="list-style-type: none"> investigate membership of groups explore how personal qualities shape identity examine how personal identity changes over time understand the meaning of the terms celebrity, hero and role model investigate the influence of celebrities, heroes and role models on identity investigate the use and influence of high profile people as health messengers explore different influences on personal choices reflect on how influences on their choices have changed over time consider the influence they have on the health choices of others 	<p>Health: Let's all be active</p> <p>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <ul style="list-style-type: none"> review their physical activity choices and reasons for participation. explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures. discuss selected findings about physical activity participation for young Australians. determine methods to gather and record information on physical activity participation. discuss how food choices support participation in physical activity. identify the benefits of participating in physical activity for all the dimensions of health. consider factors that contribute to the creation of a physical activity. 	<p>Health: What am I drinking?</p> <p>Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p> <ul style="list-style-type: none"> understand how drink choices affect health and wellbeing examine drink labels and consider drink alternatives understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities. 	<p>Health: Transitioning</p> <p>Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p> <ul style="list-style-type: none"> explore the feelings and emotions associated with new situations and coping with change discuss the knowledge and skills that help people adapt to new situations reflect on the way they adapt to change examine how communication skills support positive relationships explore the similarities and differences between primary and secondary school examine how students experience diversity during their transition to secondary school discuss how diversity has positive influences on individuals and communities. 	
<p>Observations and checklist</p>	<p>Observations and checklist</p>	<p>Observations and checklist</p>	<p>Observations and checklist</p>		

LANGUAGES 1.5h/w		Unit 5: What do my interests say about me? In this unit, students explore concepts relating to interests, activities and personality types.	Unit 6: What is character? In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in German-speaking cultures and Australia.	Unit 7: What is school life? In this unit, students explore the concept of school life in German-speaking communities and Australia.	Unit 8: What is change? In this unit, students will explore the concept of change and the experiences of young people in German-speaking countries and Australia.
	ACHIEVEMENT STANDARD	Students use written and spoken German to relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions. They use descriptive and expressive vocabulary, including adjectives to express feelings and make statements. They create a range of bilingual texts to support their own language learning and the school community. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.	Students describe characters and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe actions and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs. They use adjectives, adverbs and adverbial phrases to qualify meaning and apply the conventions of commonly used text types, and identify differences in language features and text structures.	Students gather information about social worlds and explain aspects of German language and culture, recognising that there are not always equivalent expressions in English. They give examples of the variety of ways German is used by different people in different contexts.	Students re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments. Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.
	ASSESSMENT	Collection of work: speaking, writing and reflecting Students discuss personal interests, create a bilingual text and reflect on cultural values.	Collection of work: writing and reflecting Students create an imaginative text, apply conventions of a text type and reflect on text type.	Collection of work : listening, reading and writing Students gather information from a spoken text. Students explain aspects of German language. Students give examples of the variety of ways German is used.	Collection of work: writing, speaking and analysing Students produce a short imaginative text. Students create a glossary of borrowed words and new words.
Excursion					Canberra Trip