



## English

### Unit 1

#### **SHORT STORIES**

Students listen to and read a range of short stories by different authors. They investigate and compare differences in the ways authors use text structure, language features and strategies to create humour.

#### Assessment Tasks

Students complete a comprehension activity about one short story and the features of short stories generally.

### Unit 2

#### **WRITING A SHORT STORY**

Students read and view short stories and write a short story about a character who faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.

#### Assessment Tasks

##### Short Story

Students write a short story about a character that faces a conflict. Students will reflect on the writing process and explain editorial choices.

## The Arts

### **Music**

In this unit students will use their knowledge of music to explore timbres and volume as well as written music including bar lines and rhythmic notation.

#### Assessment

- Recognise different timbres
- Demonstrate knowledge of written music
- Control volume when performing based on the volume of others around them
- Identify purposes of music comparing musical pieces using elements and terminology

## Maths

### Unit 1

Students develop understandings of:

- Number and place value — identify & describe properties of prime & composite numbers, select & apply mental & written strategies to problems involving whole numbers
- Fractions and decimals — order & compare fractions with related denominators, add & subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition & subtraction of fractions
- Data representation and interpretation — revise different types of data displays, interpret data displays, investigate the similarities & differences between different data displays & identify the purpose & use of different displays & identify the difference between categorical & numerical data
- Chance — represent the probability of outcomes as a fraction or decimal & conduct chance experiments.

#### Assessment Tasks

##### **Data Decoder**

##### *Short answer questions*

Students interpret and compare data displays

### Unit 2

Students develop understandings of:

- Using units of measurement — solve problems involving the comparison of lengths and areas, and interpret and use timetables
- Number and place value — apply efficient mental and written strategies to solve problems involving all four operations
- Fractions and decimals — solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages
- Money and financial mathematics — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items

#### Assessment Tasks

##### **Rodeo Round-up**

##### *Short answer questions*

Students interpret and use timetables and cost information to determine a travel schedule

## Geography

### **EXPLORING A DIVERSE WORLD**

#### **INQUIRY QUESTION**

- How do places, people and cultures differ across the world?

#### Assignment/project

##### Collection of work

Students represent and analyse data on diverse places in maps (using cartographic conventions) and in a range of communication forms.

## Science

### **MAKING CHANGES**

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 and accurately record data and develop explanations. They suggest improvements which can be made to their method to improve the investigation. Students explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.

#### Assessment Tasks

##### **Reversible or irreversible?**

##### *Assignment/project*

Students apply knowledge of reversible and irreversible changes of materials to investigate a claim.

## Health and PE

### **Health - LET'S ALL BE ACTIVE**

Students will:

- Plan and practise strategies to promote health, safety and wellbeing.
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment.
- Investigate and reflect on how valuing diversity positively influences the wellbeing of the community.

#### **Physical Education**

*Bowling* - students will, develop specialised movement skills of bowling underarm.

*Cross Country practice.*