Unit Overview	Assessment
ENGLISH **Interpreting literary texts** Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.	**A letter to the future** Informative response – written Students write a letter to a student in the future to evoke a sense of time and place. **Letter comprehension** Reading comprehension Students read and comprehend a letter from a different historical context and analyse and explain language features.
MATHS Students develop understandings of: • Number and place value — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using metal and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders. • Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals. • Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division • Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question. • Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs & enlarge shapes.	**Continuing patterns** *Short answer questions* Students continue patterns by adding and subtracting fractions and decimals. **Calculating with money and numbers** *Short answer questions* Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.
SCIENCE **Matter matters** 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.	**Investigating evaporation and explaining solids, liquids and gases** *Experimental Investigation* Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.
HASS **Participating in Australian communities** Inquiry questions: • How have individuals and groups in the colonial past contributed to the development of Australia? In this unit, students will investigate: • key events related to the development of British colonies in Australia after 1800 • the economic, political and social reasons for colonial developments in Australia after 1800 • aspects of daily life for different groups of people during the colonial period in Australia • the effects that colonisation had on the lives of Aboriginal peoples and on the environment • significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration • the significance of individuals and groups in shaping the colonies, especially through inland exploration.	**Communities in colonial Australia** To describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia. The assessment will gather evidence of the student's ability to: • describe the significance of people and events/developments in bringing about change • identify the causes and effects of change on particular communities • describe aspects of the past that have remained the same • describe the experiences of different people in the past • examine sources to determine their purpose and to identify different viewpoints • sequence information about events and the lives of individuals in chronological order using timelines • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.
TECHNOLOGY **A-Mazing digital display** In this unit students engage in a number of activities, including: • 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. Students will apply a range of skills and processes when creating digital solutions. They will:	**Portfolio** Assessment of student learning will be gathered from an assessment portfolio, which includes a collaborative digital solution. Students will: • explain the fundamentals of digital systems • explain how digital systems are connected to form networks • define problems in terms of data and functional requirements • design a user interface and incorporate decision making and repetition into designs

	• 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.	• implement their digital solutions • explain how student solutions are sustainable and meet needs.
HPE	**What am I drinking?** 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. Students: • 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. Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football. Students: • apply and refine the specialised movement skills of 'all codes' football • propose and combine movement concepts and strategies in 'all codes' football.	**Supervised assessment** Students describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing. The assessment will gather evidence of the student's ability to: describe their own and others' contributions to health, and wellbeing access and interpret health information apply decision-making skills to enhance their own and others' health and wellbeing.
MUSIC	**Going to the movies** In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film. Students will: • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films • rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience • explain how the elements of music communicate meaning by comparing music from a variety of segments of film.	Assessment will gather evidence of the student's ability to: • explain how the elements of music are used to communicate meaning when they listen to, compose and perform music for stage and screen • describe how their making of music for stage and screen is influenced by music and performances from different cultures, times and places • use rhythm, pitch and form symbols and terminology to compose and perform music for stage and screen • sing and play music for stage and screen that encompasses different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.