



LEARNING AREA	CONTENT	ASSESSMENT
<p>ENGLISH</p>	<p>EXPLORING IMAGINATIVE TEXTS Students engage with a variety of imaginative texts that include literary devices and deliberate word play to shape meaning. They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances. Through texts, students identify characteristic features of imaginative texts and describe how characters, events and topics are developed using language for expressing and developing ideas. Students engage in shared and independent writing and learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.</p>	<p>Assessment Technique – Performance/presentation Students share and extend ideas, opinions and information about a short film for an audience.</p>
<p>MATHS</p>	<p>NUMBER</p> <ul style="list-style-type: none"> • use their understanding of place value to represent tenths and hundredths in decimal form • multiply whole numbers by multiples of ten • count and represent fractions on a number line <p>SPACE</p> <ul style="list-style-type: none"> • create and interpret grid references • identify line and rotational symmetry in plane shapes • create symmetrical patterns <p>STATISTICS</p> <ul style="list-style-type: none"> • create many-to-one data displays • assess the suitability of displays for representing data • discuss the shape of distributions and variation in data • use surveys and digital tools to generate data in statistical investigations and communicate their findings in context 	<p>Assessment Technique – Short answer response Representing tenths as a fraction and decimal</p> <p>Short answer response Identifying symmetry and using grid references</p> <p>Investigation Using surveys to conduct statistical investigations</p>
<p>SCIENCE</p>	<p>THE WATER CYCLE Students will identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean; precipitation; evaporation; and condensation. They will investigate local water sources and explore how they change over time, such as rain puddles that evaporate or a local creek that flows faster after the rain. They will pose questions to identify patterns and relationships and make predictions based on their observations. Students will then compare their findings with those of others, assess the fairness of their investigation, identify further questions for investigation and draw conclusions. They will consider how people use scientific explanations to meet a need or solve a problem related to a water source.</p>	<p>Assessment Technique – Investigation Students will create their own representation of the water cycle, describe key processes and identify and explain solutions to manage water sources.</p>
<p>HASS</p>	<p>AUSTRALIA, BEFORE, AFTER AND DURING EUROPEAN SETTLEMENT 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. 	<p>Assessment Technique - Investigation 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>
<p>PROGRAM ACHIEVE</p>	<p>Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. In order to become confident, resilient and adaptable learners, they will discuss the use of self-discipline, working independently, showing initiative and setting goals. Students will develop an appreciation of diverse perspectives when building relationships. They will engage in activities to foster their ability to communicate effectively, negotiate and resolve conflict.</p>	<p>Monitoring</p> <p>Observation</p>