



LEARNING AREA	CONTENT	ASSESSMENT
<p><b>ENGLISH</b></p>	<p><b>REPORTING ON TOPICS OF INTEREST OR LEARNING</b></p> <p>Students engage with a variety of texts including informative texts of increasing complexity and technicality. Texts by Australian, including First Nations Australian, and world authors should extend students as independent readers. Texts may be about topics of interest or topics being studied in other learning areas. They include text-specific language features, varied sentence structures and some unfamiliar vocabulary. Students explore how characteristic features of texts and the specific organisation of language serve the purpose of texts. Students use texts as models to create and present a report.</p>	<p><b>Assessment Technique – Observed demonstration</b></p> <p>Students will read and comprehend an informative text. They will create their own informative text on a topic of interest and learning. Students will report on the features of created texts when sharing with peers.</p>
<p><b>MATHS</b></p>	<p><b>NUMBER AND ALGEBRA</b></p> <p><u>Number and place value</u></p> <ul style="list-style-type: none"> <li>recognise, read and represent five-digit numbers</li> <li>identify and describe place value in five-digit numbers</li> <li>partition numbers using standard and non-standard place value parts</li> <li>compare and order five-digit numbers</li> <li>identify odd and even numbers</li> <li>make generalisations about the properties of odd and even numbers</li> <li>make generalisations about adding, subtracting, multiplying and dividing odd and even numbers</li> <li>recall 3s, 6s and 9s facts</li> <li>solve multiplication and division problems</li> <li>use informal recording methods and strategies for calculations</li> <li>apply mental and written strategies to computation</li> </ul> <p><b>MEASUREMENT AND GEOMETRY</b></p> <p><u>Location and transformation</u></p> <ul style="list-style-type: none"> <li>investigate the features on maps and plans</li> <li>identify the need for legends</li> <li>investigate the language of location, direction and movement</li> <li>find locations using turns and everyday directional language</li> <li>identify cardinal points of a compass</li> <li>investigate compass directions on maps</li> <li>investigate the purpose of scale</li> <li>apply scale to maps and plans</li> <li>explore mapping conventions</li> <li>plan and plot routes on maps</li> <li>explore appropriate units of measurement</li> <li>calculate distances using scales</li> </ul> <p><u>Geometric reasoning</u></p> <ul style="list-style-type: none"> <li>identify angles</li> <li>construct and label right angles</li> <li>identify and construct angles not equal to a right angle</li> <li>mark angles not equal to a right angle</li> </ul> <p><u>Using units of measurement</u></p> <ul style="list-style-type: none"> <li>convert between units of time</li> <li>use 'am' and 'pm' notation</li> <li>solve simple time problems</li> </ul>	<p><b>Assessment Technique – Test/Examination</b></p> <p>Using properties of Odd and Even Numbers</p> <p>Recalling Multiplication and Division Facts, Interpreting Simple Maps and Classifying Angles</p> <p>Investigating the nature of 10,000 (Guided Inquiry)</p>
<p><b>SCIENCE</b></p>	<p><b>READY SET GROW</b></p> <p>In this unit students will investigate life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effects of these changes on living things including the impact on the survival of the species.</p>	<p><b>Assessment Technique – Research</b></p> <p>Mapping Life Cycles and Relationships</p>

<p><b>HASS</b></p>	<p><b>AUSTRALIA, BEFORE, AFTER AND DURING EUROPEAN SETTLEMENT</b></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>• explore the diversity of different groups within their local community.</li> <li>• consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> <li>• 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.</li> <li>• 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.</li> <li>• analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment.</li> </ul>	<p><b>Assessment Technique - Investigation</b></p> <p>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><b>PROGRAM ACHIEVE</b></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><b>Monitoring</b></p> <p><b>Observation</b></p>