



### ENGLISH

#### Unit – Short Stories

Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.

**SPELLING** - Students will cover Soundwaves units 1–10.

**READING** - Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension.

#### Question-Answer Relationships



## QAR

*The KSS Approach*

### MATHEMATICS

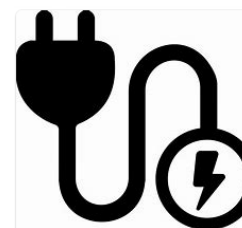
Students develop understandings of:

- **Number and place value** — identify and describe properties of prime and composite numbers, and select and apply mental and written strategies to problems involving all four operations
- **Fractions and decimals** — order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions
- **Money and financial mathematics** — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items
- **Using units of measurement** — solve problems involving the comparison of lengths and areas, and interpret and use timetables
- **Chance** — represent the probability of outcomes as a fraction or decimal and conduct chance experiments
- **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.

### SCIENCE

#### Unit – Energy and electricity

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 and evaluate personal and community decisions related to use of different energy sources and their sustainability.



### HASS (Humanities & Social Sciences)

#### Unit – Australia in the past

##### **Inquiry question:**

How have key figures, events and values shaped Australian society, its system of government and citizenship?

##### **In this unit, students:**

- 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
- develop arguments
- use criteria to make decisions and judgments
- work in groups to generate responses to issues and challenges
- propose action in response to issues and challenges.

#### Unit 2: Australians as global citizens (part 1)

##### **Inquiry questions:**

What does it mean to be an Australian citizen?

##### **In this unit, students:**

- recognise the responsibilities of citizens 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
- 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



### MUSIC

#### Unit – You can write a composition

Students will describe and discuss similarities and differences between music they listen to, compose and perform. They will explore ideas and improvise with ways to represent ideas using dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns. They will rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience.

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### LOTE – GERMAN

#### Unit – What do my interests say about me?

In this unit, students explore concepts relating to interests, activities and personality traits. Student will discuss leisure activities and interests by Gathering, classifying and comparing information about interests of German-speaking children. They will create bilingual profiles based on interests and identify grammatical rules to communicate about interests and reflect on the relationship between words and cultural values.

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### HPE (Health & Physical Education)

#### Unit – Who influences me?

Students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.

#### Unit – Life Saving/Swimming

**Junior lifesaver** — Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios

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