



# Term Four Unit Overviews

*“Working together to ensure that every day, in every classroom, every student is learning and achieving”*

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	<p><b>Responding to text</b> Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p>	<p><b>Creating procedural texts</b> Students listen to, read, view and interpret traditional texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a procedure from a literary context.</p>	<p><b>Exploring plot and characterisation in stories</b> Students explore a variety of stories, including Dreaming picture books, traditional tales and digital texts, to explore how stories use plot and characterisation to entertain and engage an audience. Students create a narrative with appropriate images that match the text. Students present their written event to their peers.</p> <p><b>Exploring narrative texts</b> In this unit, students read, view and listen to a range of stories from other cultures.</p>	<p><b>Engaging with poetry</b> Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and present a poem.</p>	<p><b>Examining persuasion in advertisements</b> Students understand how to recognise and analyse characteristic ideas, language and techniques in advertisements and their impact on the target audience. Students understand how to navigate around a website identifying text, navigation, layout and links, which are used and contribute to the effectiveness of still image advertisements. As a group they take part in a panel discussion about the persuasive techniques used in advertisements.</p> <p><b>Examining persuasion in product packaging</b> Students understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition and write a text to promote a breakfast cereal.</p>	<p><b>Exploring and reviewing narrative and narrative film</b> Students will listen to, read and view films and novels to create a written comparison of a novel and the film version of the novel. Students listen to and view narrative films and spoken, written and digital movie reviews to create a written movie review of a chosen film expressing and justifying opinion.</p>	<p><b>Comparing texts</b> Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.</p> <p><b>Public speaking unit: written and persuasive aspects</b> In this unit, students will explore and participate in a range of activities to build confidence and to enhance their skills and knowledge of the written aspects of public speaking. To demonstrate their understanding they will prepare, practice and perform a two minute public persuasive speech to an audience of their peers combining the three aspects of speaking.</p>
Maths	<ul style="list-style-type: none"> <li>number and place value</li> <li>describe, compare and name shapes</li> <li>representing practical situations to model addition and sharing</li> <li>direct &amp; indirect units of measure for comparing length, mass and volume</li> <li>data representations and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>number</li> <li>subtraction &amp; addition</li> <li>one-half of a whole</li> <li>length &amp; capacity</li> <li>time to the half-hour</li> <li>months, weeks, days &amp; hours</li> <li>days of the week</li> <li>coin comparison</li> <li>directions to familiar locations</li> <li>chance- outcomes of familiar events</li> <li>simple responses to questions</li> <li>data representation</li> </ul>	<ul style="list-style-type: none"> <li>addition &amp; subtraction , multiplication &amp; division</li> <li>halves, quarters &amp; eighths</li> <li>2D &amp; 3D shapes</li> <li>maps- familiar locations</li> <li>geometrical &amp; spatial reasoning – 2D &amp; 3D shapes, flips, slides.</li> </ul>	<ul style="list-style-type: none"> <li>partition &amp; regroup to 10 000</li> <li>multiplication problems</li> <li>money transactions to nearest five cents</li> <li>shapes &amp; symmetry &amp; angles of turn</li> <li>features- 3D objects</li> <li>simple grid maps</li> <li>shapes , symmetry &amp; angles</li> </ul>	<ul style="list-style-type: none"> <li>place value to tens of thousands</li> <li>multiplication &amp; division word problems</li> <li>area of regular &amp; irregular shapes</li> <li>volume</li> <li>everyday chance events</li> </ul>	<ul style="list-style-type: none"> <li>addition &amp; subtraction problem solving of fractions</li> <li>chance &amp; probability</li> <li>simple financial plans</li> <li>grid references for locations &amp; use directional language</li> <li>percentages</li> <li>decimals</li> <li>place value to 1/1000</li> </ul>	<ul style="list-style-type: none"> <li>strategies for all four operations</li> <li>percentage discounts</li> <li>order of operations</li> <li>volume &amp; capacity</li> <li>timetables</li> <li>translations, reflections &amp; rotations</li> <li>cartesian coordinates - all four quadrants</li> <li>chance experiments to make predictions of likely outcomes</li> </ul>

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Science	<p><b><u>I like to move it, move it</u></b> Students will examine how things move. They draw conclusions about the factors influencing that movement.</p>	<p><b><u>Living adventure</u></b> Students will examine a range of living things to explore links between external features of living things and the environment where their needs are met. They will use this information to predict consequences of environmental change.</p>	<p><b><u>Save Planet Earth</u></b> Students will investigate ways the Earth's resources can be used and managed. They will identify actions to conserve these resources.</p>	<p><b><u>What's the matter?</u></b> This unit involves students investigating the properties of solids and liquids and the effect of adding or removing heat. Students will evaluate how adding or removing heat affects materials in everyday life.</p>	<p><b><u>Fast Forces</u></b> In this unit students will use games to investigate and demonstrate how forces affect objects through contact and non-contact forces. They will use their knowledge of forces to make predictions about games.</p>	<p><b><u>Matter matters</u></b> Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They investigate the observable properties and behaviour of solids, liquids and gases, and the development of composite materials to meet the needs of modern society.</p>	<p><b><u>Power up- electricity usage down</u></b> Students will investigate how energy from a variety of sources can be used to generate electricity. They evaluate personal and community choices to use renewable energy sources to enhance sustainability.</p>
History/Geography	<p><b>HISTORY</b> <b><u>Remembering family history</u></b></p> <ul style="list-style-type: none"> <li>• What stories do other people tell about the past?</li> <li>• How can stories of the past be told and shared?</li> </ul>	<p><b>HISTORY</b> <b><u>Exploring yesterday and today - my grandparents, my parents and me</u></b></p> <ul style="list-style-type: none"> <li>• How has family life changed or remained the same over time?</li> <li>• How can we show that the present is different from or similar to the past?</li> </ul>	<p><b>GEOGRAPHY</b> <b><u>How are people and places connected?</u></b></p> <ul style="list-style-type: none"> <li>• How are people connected to their place and other places?</li> <li>• What factors affect my connection to places?</li> </ul>	<p><b>GEOGRAPHY</b> <b><u>Protecting places near and far</u></b></p> <ul style="list-style-type: none"> <li>• How do people's feelings about places influence their views about the protection of places?</li> <li>• How and why places are similar and different?</li> </ul>	<p><b>HISTORY/ GEOGRAPHY</b> <b><u>Investigating colonisation in Australia</u></b></p> <ul style="list-style-type: none"> <li>• What was life like for Aboriginal peoples and/or Torres Strait Islander peoples before the arrival of the Europeans?</li> <li>• What was the nature and consequence of contact between Aboriginal peoples and/or Torres Strait Islander peoples and early traders, explorers and settlers? <b><u>Using places more sustainably</u></b></li> <li>• How do different views about the environment influence approaches to sustainability?</li> <li>• How can people use places and environments more sustainably?</li> </ul>	<p><b>GEOGRAPHY</b> <b><u>Exploring how places are changed and managed by people</u></b></p> <ul style="list-style-type: none"> <li>• How do people influence the human characteristics of places and the management of spaces within them?</li> <li>• How can the impact of bushfires or floods on people and places be reduced?</li> </ul>	<p><b>HISTORY/ GEOGRAPHY</b> <b><u>Investigating the emergence of Australia as a diverse society</u></b></p> <ul style="list-style-type: none"> <li>• How did Australian society change throughout the twentieth century?</li> <li>• Who were the people who came to Australia? Why did they come?</li> <li>• What contribution have significant individuals and groups made to the development of Australian society?</li> <li>• What are Australia's global connections between people and places?</li> </ul>
Technology	<p><b><u>Negotiated Task</u></b></p>	<p><b><u>Design an instrument</u></b> Students will select the most appropriate materials for the construction of a musical instrument and explain the reason for their choice.</p>	<p><b><u>Toy Design</u></b> Students will design and create a push-pull toy. Students will then create a 2D representation to explain and label the design features. They will build the 3D toy using recyclable materials.</p>	<p><b><u>Design a pool safety device</u></b> Students will design, make and appraise a rescue device or tool to be used for pool safety. Students will then plan an aerial view of a safe swimming environment.</p>	<p><b><u>Design a cereal box template</u></b> In conjunction with the English unit on analysing persuasive techniques in advertising and product promotion, the students will draft a design for the four panels of a cereal box. They will then recreate their design on the computer using Paint', 'WordArt' and image insertion.</p>	<p><b><u>Design a device that will improve the school environment</u></b> Students will design a gold machine that can be used for sorting, weighing or calculating.</p>	<p><b><u>Video Documentary Challenge</u></b> Students will create a video documentary to their understanding of the significance of the contribution of migrants to the development of Australian society. Students will develop practical knowledge about: MovieMaker, PowerPoint, Green Screen Techniques, file conversion and image manipulation.</p>
HPE	<ul style="list-style-type: none"> <li>• personal learning</li> <li>• fine and gross motor skills</li> <li>• fundamental movement skills</li> <li>• dance</li> </ul>	<ul style="list-style-type: none"> <li>• pool safety</li> <li>• personal safety</li> <li>• fundamental movement skills</li> <li>• swimming</li> </ul>	<ul style="list-style-type: none"> <li>• rules</li> <li>• fundamental movement skills</li> <li>• swimming</li> </ul>	<ul style="list-style-type: none"> <li>• pool rules and safety</li> <li>• fundamental movement skills</li> <li>• swimming</li> </ul>	<ul style="list-style-type: none"> <li>• what does it mean to be a team member?</li> <li>• sports skills</li> <li>• swimming</li> </ul>	<ul style="list-style-type: none"> <li>• the human body</li> <li>• sports skills</li> <li>• swimming</li> </ul>	<ul style="list-style-type: none"> <li>• leadership- a personal perspective</li> <li>• sports skills</li> <li>• swimming</li> </ul>

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Music	<p><b>Multiple applications through a variety of repertoire</b></p> <ul style="list-style-type: none"> <li>beat recognition</li> <li>speaking and singing voice</li> <li>tempo</li> <li>pitch</li> <li>rhythmic patterns- ta, ti-ti, za</li> <li>singing and improvising games including Aboriginal and Torres Strait Island songs</li> <li>boomwhackers</li> </ul>	<p><b>Multiple applications through a variety of repertoire</b></p> <ul style="list-style-type: none"> <li>rhythmic ostinato</li> <li>phrases- same and different</li> <li>solfa- so, me</li> <li>bar lines</li> <li>rhythmic patterns- ta, ti-ti, za, tica-tica</li> <li>singing and improvising games</li> <li>2 part canon</li> <li>dynamics – forte &amp; piano</li> </ul>	<p><b>Multiple applications through a variety of repertoire</b></p> <ul style="list-style-type: none"> <li>dynamics- crescendo</li> <li>rhythmic and melodic ostinatos</li> <li>rhythmic and melodic canon</li> <li>solfa- so, me, la</li> <li>rhythmic patterns- ta, ti-ti, za, tica-tica</li> <li>dynamics &amp; associated music – forte, piano, PP &amp; FF</li> <li>tone colour</li> <li>create compositions</li> <li>performing new melodies</li> <li>partner songs</li> </ul> <p><b>Introduction to:</b></p> <ul style="list-style-type: none"> <li>recorder B-A-G</li> </ul>	<p><b>Multiple applications through a variety of repertoire</b></p> <ul style="list-style-type: none"> <li>recorder B-A-G using more complex finger manipulations &amp; rhythms</li> </ul> <p><b>Introduction to:</b></p> <ul style="list-style-type: none"> <li>reading and interpreting solfa - do, re, so, me, la</li> <li>recorder C- D</li> </ul>	<p><b>Introduction to:</b></p> <ul style="list-style-type: none"> <li>6/8 rhythmic patterns</li> <li>2 part playing</li> <li>rudimentary drumming patterns &amp; techniques</li> </ul>	<p><b>Multiple applications through a variety of repertoire</b></p> <ul style="list-style-type: none"> <li>recorder B-A-G using more complex finger manipulations &amp; rhythms</li> </ul> <p><b>Introduction to:</b></p> <ul style="list-style-type: none"> <li>reading and interpreting solfa - do, re, so, me, la</li> <li>recorder C- D</li> </ul>	<p><b>Multiple applications through a variety of repertoire</b></p> <ul style="list-style-type: none"> <li>Ukulele</li> </ul> <p><b>Culminating Music Experience &amp; Performance</b></p> <ul style="list-style-type: none"> <li>lip synchronisation- costumes, movement, team work, presentation, audience engagement</li> <li>class competition</li> </ul>
Other Programs	ICT Expectations				LOTE		
	<ul style="list-style-type: none"> <li>Logging on / logging off</li> <li>Parts of the keyboard</li> <li>Paint</li> <li>Word processing -bold, italics, underline, font size and style</li> </ul>	<ul style="list-style-type: none"> <li>Font, colour, page colour</li> <li>Typing – using two hands, knowing where keys are located</li> </ul>	<ul style="list-style-type: none"> <li>Using green screen</li> <li>Page layout (portrait, landscape)</li> <li>Typing – using two hands, knowing where keys are located</li> </ul>	<ul style="list-style-type: none"> <li>Green screen (insert a photo and remove background)</li> <li>PowerPoint (inserting pages, background colour, slide transition)</li> <li>Internet navigation</li> </ul>	<p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>describing clothing</li> <li>differences between Germany &amp; Australia</li> <li>traditional German dress</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>classroom objects</li> <li>subjects</li> <li>school in Germany</li> </ul>	<p><b>Houses</b></p> <ul style="list-style-type: none"> <li>house types</li> <li>where one lives</li> <li>rooms</li> <li>furniture</li> </ul>
Special Events (incursions/ excursions/ camps)	<ul style="list-style-type: none"> <li>KSS Reading Challenge</li> <li>Drama Program- Pantomime</li> <li>Arts Gallery &amp; Queens Park visit</li> <li>Grandparent's Day</li> <li>World Teachers' Day</li> <li>Day for Daniel</li> <li>Remembrance Day</li> <li>Whole School Reward</li> <li>Prep Christmas Concert</li> <li>P&amp;C Disco</li> </ul>	<ul style="list-style-type: none"> <li>KSS Reading Challenge</li> <li>Swim Lessons commence</li> <li>World Teachers' Day</li> <li>Day for Daniel</li> <li>Remembrance Day</li> <li>Whole School Reward</li> <li>Year one plays</li> <li>Santa Show</li> <li>P&amp;C Disco</li> </ul>	<ul style="list-style-type: none"> <li>KSS Reading Challenge</li> <li>IWS- Reduce, Reuse, Recycle</li> <li>World Teachers' Day</li> <li>Day for Daniel</li> <li>Remembrance Day</li> <li>Whole School Reward</li> <li>P&amp;C Disco</li> </ul>	<ul style="list-style-type: none"> <li>KSS Reading Challenge</li> <li>Year 3 Bicycle Day</li> <li>World Teachers' Day</li> <li>Day for Daniel</li> <li>Remembrance Day</li> <li>Whole School Reward</li> <li>P&amp;C Disco</li> </ul>	<ul style="list-style-type: none"> <li>KSS Reading Challenge</li> <li>Summer Interschool Sports</li> <li>Camp- Edmund Park</li> <li>World Teachers' Day</li> <li>Day for Daniel</li> <li>Remembrance Day</li> <li>Whole School Reward</li> <li>P&amp;C Disco</li> </ul>	<ul style="list-style-type: none"> <li>KSS Reading Challenge</li> <li>Summer Interschool Sports</li> <li>Year 5 Camp- Goodenough</li> <li>World Teachers' Day</li> <li>Day for Daniel</li> <li>Remembrance Day</li> <li>Whole School Reward</li> <li>P&amp;C Disco</li> </ul>	<ul style="list-style-type: none"> <li>KSS Reading Challenge</li> <li>Summer Interschool Sports</li> <li>Public Speaking Competition</li> <li>World Teachers' Day</li> <li>Day for Daniel</li> <li>Remembrance Day</li> <li>Year 6 Graduation</li> <li>Whole School Reward</li> <li>Year Book Presentation</li> <li>P&amp;C Disco</li> </ul>