Curriculum Handbook 2015
Primary Year Levels (Year 3-6)
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# Year 6

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SUBJECT: ART
YEAR LEVEL: Grade 3 & 4
REQUIREMENTS: No pre-requisites
LENGTH OF SUBJECT: Two semesters
PERIODS PER WEEK: One period SEM 1

DESCRIPTION OF COURSE:

Art in Grade 3 & 4 is devoted to establishing student’s knowledge of basic art concepts as well as introducing a level of experimentation and practical problem solving in various art media. Students collaborate and negotiate with each other in their response to the world around them. The course aims to foster their imagination and their individual creative approach to art making. Students present artworks and describe how they have used visual conventions to represent their ideas. They are encouraged to reflect on their work in open discussion.

TOPICS AND SKILLS:

The Natural World Around: Students look at the world of John Coburn and his abstract representations of natural landscape. They examine the local landscape and reinterpret it using mixed media in simplified and abstract form.

The Natural World Within: Students observe the local environment noting shapes, colours, lines and textures. They take examples of natural flora and recreate them in abstract form implementing strong contrasting art elements (such as colour) in a variety of media.

The Unnatural World Around & Within: Students observe the local townscape noting man made utilities and their shapes. They reinterpret the townscape’s essential shapes emphasising foreground from background (silhouettes) in paper.

Filling The Spaces: Students experiment with creating detail in the form of lines, dots, squiggles and shapes. They observe the different shapes of animals and provide their own inner detail creating a fantasy scape within a prescribed outline.

Living Spaces: Students create a cityscape using cut paper defining foreground and background with silhouettes and flower shapes. An exercise in shape, colour and line.

Expression 1: Students make positive and negative shapes to create a fanciful composition. An exercise in line, colour, positive and negative shapes and personal response.

Harold and The Purple Crayon: Students will read the book, Harold and The Purple Crayon and will use shapes to stimulate their imaginations to create a unique image. An exercise in stimulating imaginations and an introduction to art in literature.

My Book: Students will further their enquiry into personal lives by creating a ‘coffee filter book’ containing secret treasures. An exercise in manipulating paper and creating a personal story.
At the end of the unit, students will be able to:

- Experiment and problem solve with various techniques through the management of diverse materials and processes
- Experiment with visual qualities, ideas and concepts
- Explore personal contexts
- Develop creativity through imaginative approaches

**ASSESSMENT:**

Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale. Criteria and skills align with AusVELS / Australian Curriculum standards for Years 3/4

4 – Exceeding Expectations  
3 – Meeting Expectations  
2 – Working Toward Expectations  
1 – Well Below Expectations

100% Folio (Practical response to topic)

**RESOURCES / TEXTBOOKS:**

No formal text, however students will receive handouts including worksheets, instructions and informative research material to support their work within the classroom.
SUBJECT: ART
YEAR LEVEL: Grade 3 & 4 - COMPULSORY
REQUIREMENTS: No pre-requisites
LENGTH OF SUBJECT: Two semesters
PERIODS PER WEEK: One period SEM 2

DESCRIPTION OF COURSE:
Art in Grade 3 & 4 is devoted to establishing student’s knowledge of basic art concepts as well as introducing a level of experimentation and practical problem solving in various art media. Students collaborate and negotiate with each other in their response to the world around them. The course aims to foster their imagination and their individual creative approach to art making. Students present artworks and describe how they have used visual conventions to represent their ideas. They are encouraged to reflect on their work in open discussion.

TOPICS AND SKILLS:

**Water Bottle Flowers** (Sustainability & The Environment): Students learn the importance of sustainability and its impact on the environment. Recycling will form a focus and students will create ‘water bottle flowers’ from discarded plastic bottles. An exercise in cultural and societal awareness and exploring possibilities implementing mixed media.

**Flying Gondolas:** (Sustainability & The Environment) Students continue the investigation of recyclable goods making ‘flying gondolas’ from found materials (eg., egg cartons). An exercise in working mixed media and found objects.

**Contrasting colour:** Students study the use of contrasting or complementary colour by creating block colour abstract designs.

**Didgeridoos:** (Indigenous studies) Students explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations. Students explore the world of Indigenous music making, in particular, the use of the iconic instrument, the didgeridoo. Recycled materials will be used and students decorate in Aboriginal style, albeit with bright, contrasting colours.

**Kandinsky Colour Studies:** (Abstract Art) Students will learn about Kandinsky and his geometric abstract art. They will make pastel drawings similar to his work. In the making of this art they will listen to the music of Kandinsky and draw inspiration from it. An exercise in discovering geometric shapes and the influence of music.

**Unique Drawing:** (Abstract Art) Students experiment with line, geometric and organic shape, contrasting colour and pattern. In a systematic way, they create an ‘alphabet of shapes’ in a unique storybook. An exercise in seeing the connection between diverse shapes and colour.

**Crayon Etching:** (Self Portraits) Images of students faces are rendered in outline and coloured with oil pastel in a variety of patterns. Scratch art procedure follows. An exercise in ‘identity’.
Environment, Abstract Art, Portraits: Students knowledge, skills and ideas gleaned from previous terms works will accumulate and find expression in images influenced by others artists including Aboriginal and Torres Strait Islander peoples. Students Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia. An exercise in learning to appreciate nature and its expression in art, the work of others and in finding a unique way to express their own identities.

At the end of the unit, students will be able to:

- Experiment and problem solve with various techniques through the management of diverse materials and processes
- Experiment with visual qualities, ideas and concepts
- Explore personal contexts
- Develop creativity through imaginative approaches

ASSESSMENT:

Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale. Criteria and skills align with AusVELS / Australian Curriculum standards for Years 3/4

4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

100% Folio (Practical response to topic)

RESOURCES / TEXTBOOKS:

No formal text, however students will receive handouts including worksheets, instructions and informative research material to support their work within the classroom.
SUBJECT: Chinese B
YEAR LEVEL: Year 3 & 4
REQUIREMENTS: Students with little or no prior experience of Chinese
LENGTH OF SUBJECT: One year
PERIODS PER WEEK: Two periods

DESCRIPTION COURSE:
This course is mainly prepared for Year 3/4 students who have not learnt Chinese. This subject is to explore Chinese culture and teach basic communication skills in the use of Chinese in the classroom or in the school community. The school has a large proportion of Chinese students to its total students’ numbers. Students will be able to greet teachers and each other in Chinese and make simple statements on topics as personal details, family, and pets.

TOPICS AND SKILLS:
For the practical purpose of exploring Chinese culture and making basic conversations and self-introduction, this course provides nine common topics as:


For students in order to increase their awareness in Chinese culture and cover some basic language components and hence to build up a necessary language competence, within the topics, students will learn several essential communicating language skills and have culture-based lessons:

- How to greet people?
- Number counting
- Self-introducing
- Introducing family members and pets
- Acquiring knowledge of Chinese New Year and its traditions
- Acquiring knowledge of Chinese Art: Calligraphy and Chinese music

ASSESSMENT:
Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale. Criteria and skills align with AusVELS / Australian Curriculum standards for Years 3/4

4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

25% Classroom Contribution
25% Completion of Class Tasks
50% Two Major Projects

RESOURCES/TEXTBOOKS:
- Learn Paper Folding
- iPad Application: Festa Feast
- “The Story of Chinese Characters” on YouTube
SUBJECT: HEALTH AND PHYSICAL EDUCATION (HPE)  
YEAR LEVEL: YEAR 3 – COMPULSORY  
REQUIREMENTS: Acceptable completion of Year 2 health & physical education  
LENGTH OF SUBJECT: One year  
PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:
Health Education introduces students to factors that can affect their health and wellbeing. It aims to help students improve their health by increasing their knowledge and influencing their attitudes. Through Physical Education in the primary years, students are learning the “language” of physical movement, exploring the skills associated with the different areas of PE. Students learn to understand what they can and cannot do physically. They become aware of their own strengths and areas to develop in this discipline. Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through PE helps build self-esteem, confidence, cooperation and fitness. The aim is to stimulate students’ awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport and physical activity.

TOPICS AND SKILLS:
Health Education; The classroom teacher will cover Health topics in year 3.
Physical Education; Athletics, throwing and catching games (emphasis on moving into space), swimming, bouncing games (focus on Basketball), AFL punt kick and minor games, hockey strike, soccer kick, dance, two handed strike for bat tennis/rounders, scooter/bike education.

ASSESSMENT:
Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale. Criteria and skills align with AusVELS / Australian Curriculum standards for Years 3/4

4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

The following criteria are assessed for each topic:

55% Performance

- Applies movement concepts, strategies and rules appropriately

45% Social skills and personal engagement

- Demonstrates good sportsmanship.
- Responds well to instruction from teacher and others.
- The student consistently shows enthusiasm and commitment to physical education.

RESOURCES/TEXTBOOKS:
Material to be provided by the Department.
SUBJECT: INTER-DISCIPLINARY LEARNING  
YEAR LEVEL: YEAR 3 & 4  
REQUIREMENTS: This is a compulsory course for all Year 3 & 4 students  
LENGTH OF SUBJECT: One Semester (1st)  
PERIODS PER WEEK: 3 periods

DESCRIPTION OF COURSE:
The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

The Humanities and Social Sciences learning comprises of: Four subject areas including History, Geography and Business, Civics and Citizenship and three cross-curricular priorities including Aboriginal and Torres Strait Islander history and cultures, Asia and Australia's engagement with Asia and Sustainability.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

TOPICS AND SKILLS:
Humanities – Australian History (Civics and Citizenship)
- Continuity and change through a study of the history and traditions of Australians
- First Australians
- Early European and Asian contact with Australia
- Captain Cook
- Stories of the First Fleet
- Early settlement

Humanities – Our Place (Geography)
- They know the location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents.
- Locate and name areas using maps and atlas (Numeracy)
- General awareness of the WORLD

ASSESSMENT:
Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale.

Criteria and skills align with AusVELS / Australian Curriculum standards for Years ¾

4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

RESOURCES / TEXTBOOKS:
Activities and instructional material will be distributed in class to support the Inter Disciplinary Programme.
SUBJECT: INTER-DISCIPLINARY LEARNING
YEAR LEVEL: YEAR 3 & 4
REQUIREMENTS: This is a compulsory course for all Year 3 & 4 students
LENGTH OF SUBJECT: One semester (2nd)
PERIODS PER WEEK: 3 periods

DESCRIPTION OF COURSE:
The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.
The Humanities and Social Sciences learning comprises of: Four subject areas including History, Geography and Business, Civics and Citizenship and three cross-curricular priorities including Aboriginal and Torres Strait Islander history and cultures, Asia and Australia’s engagement with Asia and Sustainability.
Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.
The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

TOPICS AND SKILLS:
Australian Government (Civics and Citizenship)
- The purpose of government and some familiar services provided by the government
- The difference between rules and laws
- Leaders and representatives such as the Prime Minister, Premier and Mayor
- Identity can be shaped by the different cultural, religious and/or social groups

Sharing the Planet (Geography)
- Effects of people’s interactions with their environments and the ways this affects their life
- Understand the importance of environments to animals and people
- Identify the natural resources provided by the environment
- Understand the sustainable management of waste from production and consumption

ASSESSMENT:
Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale.
Criteria and skills align with AusVELS / Australian Curriculum standards for Years ¾
4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

RESOURCES / TEXTBOOKS:
Activities and instructional material will be distributed in class to support the Inter Disciplinary Programme.
SUBJECT: LITERACY  
YEAR LEVEL: YEAR 3 & 4 - COMPULSORY  
REQUIREMENTS: Acceptable completion of previous year’s study in English or a satisfactory entrance test result  
LENGTH OF SUBJECT: One year, two semesters  
PERIODS PER WEEK: 10 periods  

DESCRIPTION OF COURSE:
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions. Students are guided to develop a lifelong interest in language and literature.

TOPICS FOCUS:
Reading – selected fiction and non-fiction literature (poetry, novels, short texts) and various non-literary short texts (news articles, interviews, informative and expository texts, reviews)

Writing and VCOP (vocabulary, connectives, openers, punctuation) – Recounts, transactions, creative formats (narrative, perspective, poetry), reports and expository texts

Speaking – formal and informal class discussions, sharing, formal presentations and speeches

SKILLS FOCUS:
Spelling and Vocabulary development
Language structure
Reading response
Text comprehension
Written composition, creation and production
Speaking and Listening

ASSESSMENT:
Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale. Criteria and skills align with AusVELS / Australian Curriculum standards for Years 3/4

4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

RESOURCES:
Resources provided by teacher – newspaper articles, short texts and extracts (all genres), guided reading and Reader’s Workshop texts
VCOP materials
Various textbooks consulted (Grammar and Spelling, writing skills)
Dictionary/Thesaurus
SUBJECT: MUSIC  
YEAR LEVEL: YEARS 3 and 4  
REQUIREMENTS: No formal pre-requisites  
LENGTH OF SUBJECT: Two semesters  
PERIODS PER WEEK: One period

DESCRIPTION OF COURSE:
In Years 3 and 4, learning in Music involves students making and responding to music independently and collaboratively with their classmates and teachers.

Students extend their understanding of the elements of music as they develop their musicianship skills. They match pitch and show the direction of a tune with gesture or drawings. They recognise difference between notes moving by step and by leap. They recognise and discriminate between rhythm and beat.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about music in our community. They also learn about music from more distant locations that may be represented in our community. Students learn that Aboriginal and Torres Strait Islander music uses rhythm, pitch, dynamics and form to share stories.

As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They explore social and cultural contexts of music. They make personal evaluations of their own and others’ music.

Students maintain safety in using instruments and technologies and in interaction with others. They further their understanding of the role of the artist and of the audience. As an audience, students focus their attention on the performance and respond to the music. They consider why and how audiences respond.

Music in year 3 and 4 is devoted primarily to acquiring playing and performance skills in violin or cello, as well as singing. Musicianship -the development of aural and theoretical skill in music - is also studied in conjunction with singing and using class ensemble instruments. Music Appreciation, featuring the topics mentioned herein, is studied throughout the semester.

TOPICS AND SKILLS:

Students study a string instrument through a progressive course that incorporates the rudiments of music, improvisation, a variety of pieces including music from the local community and participate in performance opportunities. They also sing a variety of pieces in a class setting, using percussion instruments as accompaniment. Students are able to take home an allotted instrument for daily practice.

They develop
- Fine motor skill
- Dexterity on both hands
- Ability to read music
- Controlled tone
- musicianship skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns metre and articulation
- Appreciation and respect for their and others artistic endeavours
At the end of the unit, students will be able to:

- Read and understand music to a basic level
- **Identify different Music, make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples**
- Perform technical exercises on a string instrument
- Perform a variety of pieces on a string instrument
- Sing a variety of pieces, in a class setting
- Play as a member of a class ensemble and as a soloist
- **Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume**
- **Identify intended purposes and meanings as they listen to music, using the elements of music**

**ASSESSMENT:**
Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale. Criteria and skills align with AusVELS / Australian Curriculum standards for Years 3/4

4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

40% Class participation
30% Musicianship Tests
30% Performance Tests

**RESOURCES/TEXTBOOKS:**
No formal text, however students will receive handouts and worksheets of Musicianship and actual music throughout the course.
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<th>YEAR LEVEL: YEARS 3 &amp; 4 - COMPULSORY</th>
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<td>REQUIREMENTS: Acceptable completion of previous year’s study in mathematics or a satisfactory entrance test result approved by the Head of Learning Mathematics</td>
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<td>LENGTH OF SUBJECT: One year, two semesters</td>
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<td>PERIODS PER WEEK: 6 periods</td>
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**DESCRIPTION OF COURSE:**
The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

**TOPICS AND SKILLS:**

**NUMBER AND ALGEBRA:**
- **Number and Place Value:** Read, write and order whole numbers (up to and beyond tens of thousands), bridging 10’s, 100’s & 100’s, reasonable estimation and rounding to nearest 10, odd and even numbers, mental computations, addition, subtraction, multiplication (facts and algorithms) and division
- **Fraction and Decimals:** Fractions – compare & order (common fractions, e.g., half, third, quarter), number lines, equivalent (used in context), simplifying (in context), add and subtract (with same denominator). Decimals (up to hundredths) – compare & order, number lines, add, subtract, multiply. Percentages – understanding of percentages, correlation between fractions, decimals and percentages. Make connections between fractions and decimal notation.
- **Money and Financial Mathematics:** calculating purchases and calculating change
- **Patterns and Algebra:** Describe, create and continue number patterns (whole and simple fractional and decimal numbers) and inverse operations

**MEASUREMENT AND GEOMETRY:**
- **Units of Measurement:** Measuring and comparing different lengths, masses, capacities and temperatures, area & perimeter, reading digital and analogue time (12 & 24 hour), simple duration of time problems
- **Shape:** 2D & 3D shape, simple nets (e.g., cube)
- **Geometric Reasoning:** identify, classify and compare angles
- **Location and Transformation:** Describe very simple translations, reflections and rotations, symmetry, location, directional language and mapping.

**STATISTICS AND PROBABILITY:**
- **Chance:** Chance and probabilities of everyday events, impossibilities
- **Data Representation and Interpretation:** Pose questions and collect data, surveying, reading and creating graphs to describe and interpret data.
ASSESSMENT:
Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale. Criteria and skills align with AusVELS / Australian Curriculum standards for Years 3/4

4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

RESOURCES / TEXTBOOKS:
Activities and instructional material will be distributed in class to support the Numeracy Programme.
SUBJECT: SCIENCE
YEAR LEVEL: YEAR 3/4 – COMPULSORY
LENGTH OF SUBJECT: Two Semesters
PERIODS PER WEEK: 1 period

DESCRIPTION OF COURSE:
Science education offers students a valuable way of understanding their experiences of the world around them. It helps them to operate effectively from day to day and prepares them to responsibly manage their environment.

Grade 3/4 Science is a two-year program designed to introduce students to scientific knowledge and skills through inquiry learning.

TOPICS AND SKILLS:

YEAR ONE:
Heat Energy and Changes of State: sources of heat energy and how adding or removing heat can change things from solid to liquid or liquid to solid
Living Things: classification of things as living or non-living
Properties of Materials, Pollution and Recycling: describing common materials and their uses, how properties of materials affect the management of waste/pollution
Inquiry Topic: students select a topic they would like to investigate further with the supervision and approval of the teacher

YEAR TWO:
Forces: forces can change motion, non-contact and contact forces, friction and magnetism
Life Cycles and Interactions of Living Things and their Environment: stages of life cycles of different living things, comparing life cycles of plants and animals, environmental factors and their influence
Sun, Earth and Moon and natural processes on Earth: Day and night, sundials and timescales, local landforms, erosion, sand dunes, soils
Inquiry topic: students select a topic they would like to investigate further with the supervision and approval of the teacher

ASSESSMENT:
Assignments, Projects, Practicals, Homework and Review exercises to meet the following standards:
• By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used.
• They use contact and non-contact forces to describe interactions between objects.
• Discuss how natural and human processes cause changes to the Earth’s surface.
• Describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.
• Identify when science is used to ask questions and make predictions.
• Describe situations where science understanding can influence their own and others’ actions.
• Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations.
• Discuss ways to conduct investigations and safely use equipment.

RESOURCES/TEXTBOOKS:
Worksheets and instructional material will be distributed in class to support each topic
SUBJECT: HEALTH AND PHYSICAL EDUCATION (HPE)
YEAR LEVEL: YEAR 4 – COMPULSORY
REQUIREMENTS: Acceptable completion of Year 3 health & physical education
LENGTH OF SUBJECT: One year
PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:
Health Education introduces students to factors that can affect their health and wellbeing. It aims to help students improve their health by increasing their knowledge and influencing their attitudes. Through Physical Education in the primary years, students are learning the “language” of physical movement, exploring the skills associated with the different areas of PE. Students learn to understand what they can and cannot do physically. They become aware of their own strengths and areas to develop in this discipline. Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through PE helps build self-esteem, confidence, cooperation and fitness. The aim is to stimulate students’ awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport and physical activity.

TOPICS AND SKILLS:
Health Education; The classroom teacher will cover Health topics in year 4.
Physical Education; Athletics, throwing and catching games (focus on netball), cross country, swimming, Basketball, AFL punt kick and handballing, gymnastics ribbons routine, soccer kick, circus skills, bat tennis (forehand strike), Tee ball (two handed strike), skipping.

ASSESSMENT:
Work will be criteria based and skill focussed. Work is assessed against a 1-4 scale. Criteria and skills align with AusVELS / Australian Curriculum standards for Years ¾

4 – Exceeding Expectations
3 – Meeting Expectations
2 – Working Toward Expectations
1 – Well Below Expectations

The following criteria are assessed for each topic:
55% Performance
- Applies movement concepts, strategies and rules appropriately

45% Social skills and personal engagement
- Demonstrates good sportsmanship.
- Responds well to instruction from teacher and others.
- The student consistently shows enthusiasm and commitment to physical education.

RESOURCES/TEXTBOOKS:
Material to be provided by the Health and Physical Education Department.
DESCRIPTION OF COURSE:
Art in year 5 is devoted to acquiring knowledge of art terminologies and their meaning as well as the acquisition and application of practical skills in the creation of art works. Art and artists from other cultures is studied in conjunction with practical studies. Students study various approaches to the creation of art through a progressive course that includes the rudiments of drawing, painting, construction and modelling. They also reflect on their work and the work of others in the form of evaluative writing.

TOPICS AND SKILLS:
Identity and Self Portraiture: Students examine how we ‘define ourselves’ through an exploration of identity through various perspectives/lenses – ie; belief, community, relationships, family etc. They also examine what is a ‘portrait’ through historical and cultural contexts – function, style, media, literal and abstract representation by various artists.

Sustainability and the Environment: Students examine the concept of global warming – it’s definitions, controversies, possible factors, designing the future to offset warming and assisting the environment. They also examine the notion of sustainability – how does it factor with our modern concepts of transportation.

Sustainability and the Environment – Hundertwasser: Students explore the world of Freidensreich Hundertwasser – his art, design and architecture and how his ideas relate to the concept of sustainability.

Indigenous Art – Totems: Students explore the concept of the ‘totem’ and the role it plays in Indigenous communities. They extend their research to include the totem pole – its symbols, meanings and significance.

Comics: Students explore the world of the comic through history. They compare styles, varieties, formats, mediums and significance of the art form.

At the end of the unit, students will be able to:

- Reflect, analyse and compare visual qualities and composition of art works
- Evaluate the function, ideas, moods and messages inherent within art
- Develop an understanding and apply arts terminologies specific to visual arts
- Experiment and develop various techniques through the management of diverse materials and processes
- Experiment and develop visual qualities, ideas and concepts
- Explore personal, social, cultural and historical contexts
- Develop personal creativity through imaginative approaches
ASSESSMENT:
50% Investigation workbook
50% Folio (Practical response to topic)

RESOURCES / TEXTBOOKS:
No formal text, however students will receive handouts including worksheets, instructions and informative research material to support their work within the classroom.
SUBJECT: Chinese B
YEAR LEVEL: Year 5
REQUIREMENTS: Students with little or no prior experience of Chinese
LENGTH OF SUBJECT: One year
PERIODS PER WEEK: Two periods

DESCRIPTION COURSE:
This course is mainly prepared for Year 5 students who have not learnt Chinese. This subject is to explore Chinese culture and teach basic communication skills in the use of Chinese in the classroom or in the school community. The school has a large proportion of Chinese students to its total students’ numbers. Students will be able to greet teachers and each other in Chinese and make simple statements on topics as personal details, family and pets.

TOPICS AND SKILLS:
For the practical purpose of exploring Chinese culture and making basic conversations and self-introduction, this course provides nine common topics as:


For students in order to increase their awareness in Chinese culture and cover some basic language components and hence to build up a necessary language competence, within the topics, students will learn several essential communicating language skills and have culture-based lessons:

- How to greet people
- Number counting
- Self-introducing
- Introducing family members and pets
- Acquiring knowledge of Chinese New Year and its traditions
- Acquiring knowledge of Chinese Art: Calligraphy and Chinese music

ASSESSMENT:
25% Classroom Contribution
25% Completion of Class Tasks
50% Two Major Projects

RESOURCES/TEXTBOOKS:
- Learn Paper Folding
- IPad Application: Festa Feast
- ‘The Story of Chinese Characters’ on Youtube
SUBJECT: HEALTH AND PHYSICAL EDUCATION (HPE)  
YEAR LEVEL: YEAR 5 – COMPULSORY  
REQUIREMENTS: Acceptable completion of Year 4 health & physical education  
LENGTH OF SUBJECT: One year  
PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:

Health Education introduces students to factors that can affect their health and wellbeing. It aims to help students improve their health by increasing their knowledge and influencing their attitudes. The Physical Education program has a focus on skill development, personal and social growth, fitness, enjoyment, sportsmanship and knowledge of the rules. It aims to develop confidence in using movement skills and game strategies to improve performance. The program promotes physical, social and emotional health.

TOPICS AND SKILLS:

Health Education; Nutrition, puberty  
Physical Education; Rounders, basketball, athletics, golf, soccer, swimming, netball, badminton, gymnastics, floor hockey, volleyball, handball, tee ball, cricket, AFL 9s, minor games.

ASSESSMENT:

The following criteria are assessed for each topic:

- 25% Use of knowledge (Criterion A)  
  - Demonstrates knowledge of rules and tactics  
- 20% Movement composition (Criterion B)  
  - Chosen skill shows good use of time, space, force and flow  
- 30% Performance (Criterion C)  
  - Applies movement concepts, strategies and rules appropriately  
- 25% Social skills and personal engagement (Criterion D)  
  - Demonstrates good sportsmanship.  
  - Responds well to instruction from teacher and others.  
  - The student consistently shows enthusiasm and commitment to physical education.

RESOURCES/TEXTBOOKS:

Material to be provided by the Department.
SUBJECT: INTER DISCIPLINARY LEARNING
YEAR LEVEL: YEAR 5 – COMPULSORY
REQUIREMENTS: This is a compulsory course for all Year 5 students.
LENGTH OF SUBJECT: Semester One
PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:
The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.
The Humanities and Social Sciences learning comprises of: Four subject areas including History, Geography, Economics and Business, Civics and Citizenship and three cross-curricular priorities including Aboriginal and Torres Strait Islander history and cultures, Asia and Australia’s engagement with Asia and Sustainability.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

TOPICS AND SKILLS:

**Community (Civics & Citizenship/Geography)**
- Mapping (BOLTSS)
- What is a community & different types of communities
- Community services
- Complete a unit of Community Service (CAS)

**Our Environment (Geography)**
- Location of major countries in Europe and North America in relation to Australia
- Different types of environments
- Human impact on environment
- Global warming
- Being sustainable
- The impact of natural disasters on environments and communities
ASSESSMENT:
30 % Topic Tests
30 % Assignments/Projects
20 % Oral Presentations
20 % Classwork/Homework

RESOURCES / TEXTBOOKS:
Activities and instructional material will be distributed in class to support the Inter Disciplinary Programme.
SUBJECT: INTER DISCIPLINARY LEARNING
YEAR LEVEL: YEAR 5 – COMPULSORY
REQUIREMENTS: This is a compulsory course for all Year 5 students.
LENGTH OF SUBJECT: Semester Two
PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:
The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

The Humanities and Social Sciences learning comprises of: Four subject areas including History, Geography, Economics and Business, Civics and Citizenship and three cross-curricular priorities including Aboriginal and Torres Strait Islander history and cultures, Asia and Australia’s engagement with Asia and Sustainability.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

TOPICS AND SKILLS:
Money & Me (Economics)
- Consumerism / needs vs wants
- Goods and services
- Money, banking and budgeting
- The economy

Australian History (History)
- Australian significant events
- Australian significant days
- Colonial life & settlement
- Significant individuals or groups and their impact/role in our history

ASSESSMENT:
30 % Topic Tests
30 % Assignments/Projects
20 % Oral Presentations
20 % Classwork/Homework

RESOURCES / TEXTBOOKS:
Activities and instructional material will be distributed in class to support the Inter Disciplinary Programme.
SUBJECT: LITERACY
YEAR LEVEL: YEAR 5 – COMPULSORY
REQUIREMENTS: Acceptable completion of previous year’s study in English or a satisfactory entrance test result
LENGTH OF SUBJECT: One year, two semesters
PERIODS PER WEEK: 7 periods

DESCRIPTION OF COURSE:
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Students are guided to develop a lifelong interest in language and literature.

TOPICS FOCUS:
Reading – selected fiction and non-fiction literature (poetry, novels, short texts) and various non-literary short texts (news articles, interviews, informative and expository texts, reviews)
Writing – literary commentaries, creative formats (narrative, poetry), reports and expository texts
Speaking – informal class discussions, formal presentations and speeches

SKILLS FOCUS:
Spelling and Vocabulary development
Language structure
Reading response
Text comprehension
Written composition, creation and production
Speaking and Listening

ASSESSMENT:
50% Reading Tasks
50% Writing Tasks

RESOURCES:
Sources provided by teacher (news articles, short texts, extracts, guided reading texts)
Various textbooks consulted (Grammar and Spelling, writing skills)
Literary texts as negotiated by teachers (eg. ‘Lemony Snicket’s: A Bad Beginning’, ‘Once’, ‘Boy Overboard’)
Dictionary/Thesaurus
SUBJECT: MUSIC
YEAR LEVEL: YEAR 5
REQUIREMENTS: no formal pre-requisites
LENGTH OF SUBJECT: Two semesters
PERIODS PER WEEK: Two periods

DESCRIPTION OF COURSE:
Music in year 5 is devoted primarily to acquiring playing and performance skills in violin or cello, as well as singing. Musicianship—the development of aural and theoretical skill in music— is also studied in conjunction with the students’ practical studies.

TOPICS AND SKILLS:
Students study a string instrument through a progressive course that incorporates the rudiments of music, a variety of pieces and performance opportunities. They also sing a variety of pieces in a class setting, using percussion instruments as accompaniment. Students are able to take home an allotted instrument for daily practice.

They develop
- Fine motor skill
- Dexterity on both hands
- Ability to read music
- Controlled tone
- Skills in the melodic elements of accurate pitch, rhythm, tempo, metre and articulation
- Appreciation and respect for their and others' artistic endeavours

At the end of the unit, students will be able to:
- Read and understand music to an equivalent level of grade 1, AMEB.
- Perform technical exercises on a string instrument
- Perform a variety of pieces on a string instrument
- Sing a variety of pieces, in a class setting
- Play as a member of a class ensemble and as a soloist

ASSESSMENT:
40% Class participation
30% Musicianship Tests
30% Performance Tests

RESOURCES/TEXTBOOKS:
No formal text, however students will receive handouts and worksheets of Musicianship and actual music throughout the course.
SUBJECT: NUMERACY
YEAR LEVEL: YEAR 5 – COMPULSORY
REQUIREMENTS: Acceptable completion of previous year’s study in mathematics or a satisfactory entrance test result approved by the Head of Learning Mathematics
LENGTH OF SUBJECT: One year, two semesters
PERIODS PER WEEK: 5 periods

DESCRIPTION OF COURSE:
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

TOPICS AND SKILLS:

NUMBER AND ALGEBRA:
Number and Place Value: Read, write and order whole numbers (up to and beyond millions) and decimal numbers (up to thousandths), bridging 10’s, 100’s & 1000’s, estimating and rounding, odd and even numbers, mental computations, addition, subtraction, multiplication and division, factors and multiples.
Fraction and Decimals: Fractions – compare & order, number lines, equivalent, simplifying, add, subtract, multiply. Decimals - compare & order, number lines, add, subtract, multiply. Percentages – understanding of percentages, correlation between fractions, decimals and percentages.
Patterns and Algebra: Describe, create and continue number patterns (whole, fractional and decimal numbers). BODMAS (order of operations) and inverse operations

MEASUREMENT AND GEOMETRY:
Units of Measurement: Length (choosing appropriate unit of measurement), area & perimeter, time (12 & 24 hour), duration of time, connect volume and capacity
Shape: 2D & 3D shape, nets
Geometric Reasoning: Lines, estimating, measuring and comparing angles, using a protractor.
Location and Transformation: Describe translations, reflections and rotations, symmetry, drawing enlargements, grid referencing for location, directional language and mapping.

STATISTICS AND PROBABILITY:
Chance: Chance experiments and representing probability as fractions
Data Representation and Interpretation: Pose questions and collect data, surveying, reading and creating graphs, dot plots and tables, describe and interpret data.

ASSESSMENT:
20% Skills Based Assignments and Book Work
30% Project Investigations
50% Class Topic Tests
RESOURCES / TEXTBOOKS:
- Text Book ICE – EM Mathematics Year 5 Books 1 and 2
- Additional activities and instructional material will be distributed in class to support the Numeracy Programme.
SUBJECT: SCIENCE  
YEAR LEVEL: YEAR 5 – COMPULSORY  
LENGTH OF SUBJECT: One year  
PERIODS PER WEEK: 2 periods

DESCRIPTION OF COURSE:
Science education offers students a valuable way of understanding their experiences of the world around them. It helps them to operate effectively from day to day and prepares them to responsibly manage their environment.

Grade 5 Science is designed to give students an introduction to scientific knowledge and skills at a level greater than the experience of most primary students. In only two lessons a week, the content is limited but the skill development is considerable. Experiments may require the use of science-specific equipment but the names of the apparatus are not a focus. Most practical requirements involve items which can be found in any home.

TOPICS AND SKILLS:

SEMESTER ONE
Safety in the Science Laboratory: introduction to general safety rules
Solids, Liquids and Gases: recognising that substances exist in different states, exploring mass and space, changes between states and their properties
Living Things: structural features and adaptations that help living things to survive in their environment

SEMESTER TWO
Solar System: introduction to human endeavour in investigating the solar system, identifying planets, modelling relative size and distance, the sun as a provider of energy
Light: evidence that light travels in straight lines, making a pinhole camera, observations of reflection and refraction, combinations of coloured spotlights, use of colour filters

ASSESSMENT:
Topic Tests, Assignments, Projects, Practicals, Homework and Review exercises will be used to enable students to work towards Level 6 achievement standards. By the end of Year 5, students:

- Compare properties and behaviours of solids, liquids and gases.
- Analyse structural and behavioural adaptations of living things.
- Describe key features of our solar system.
- Explain everyday phenomena associated with the absorption, reflection, refraction and dispersion of light.
- Follow procedures to identify investigable questions and make predictions based on general rules or previous relationships.
- Organise data into tables and graphs to identify and analyse patterns and relationships.

RESOURCES/TEXTBOOKS:
Worksheets and instructional material will be distributed in class to support each topic
SUBJECT: Chinese B  
YEAR LEVEL: Year 6  
REQUIREMENTS: Students with little or no prior experience of Chinese  
LENGTH OF SUBJECT: One year  
PERIODS PER WEEK: Two periods

DESCRIPTION COURSE:

This course is mainly prepared for Year 6 students who have not learnt Chinese. This subject is to explore Chinese culture and teach basic communication skills in the use of Chinese in the classroom or in the school community. The school has a large proportion of Chinese students to its total students’ numbers. Students will be able to greet teachers and each other in Chinese and make simple statements on topics as personal details, family and pets.

TOPICS AND SKILLS:

For the practical purpose of exploring Chinese culture and making basic conversations and self-introduction, this course provides ten common topics as:


For students in order to increase their awareness in Chinese culture and cover some basic language components and hence to build up a necessary language competence, within the topics, students will explore Chinese New Year traditions and two forms of Chinese art and learn several essential communicating language skills:

- How to greet people?
- Number counting
- Self-introducing
- Introducing family members and pets
- Understanding the creation of Chinese Characters
- Acquiring knowledge of Chinese New Year and its traditions and two forms of Chinese Art

ASSESSMENT:

25% Classroom Contribution  
25% Completion of Class Tasks  
20% Chinese New Year/Christmas Projects  
30% Graduation Chinese play

RESOURCES/TXTBOOKS:

- ‘Learn Paper Cutting’
- IPad Application: ‘Festa Feast’, ‘Fun with Chinese Characters’
- ‘The Story of Chinese Characters’ on Youtube
SUBJECT: HEALTH AND PHYSICAL EDUCATION (HPE)  
YEAR LEVEL: YEAR 6 – COMPULSORY  
REQUIREMENTS: Acceptable completion of Year 5 health & physical education  
LENGTH OF SUBJECT: One year  
PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:

Health Education introduces students to factors that can affect their health and wellbeing. It aims to help students improve their health by increasing their knowledge and influencing their attitudes. The Physical Education program has a focus on skill development, personal and social growth, fitness, enjoyment, sportsmanship and knowledge of the rules. It aims to develop confidence in using movement skills and game strategies to improve performance. The program promotes physical, social and emotional health.

TOPICS AND SKILLS:

Health Education; Drugs (alcohol, smoking, caffeine, energy drinks, medicines), Puberty  
Physical Education; Rounders, basketball, athletics, bat tennis, soccer, swimming, netball, lacrosse, dance, floor hockey, volleyball, fitness, tee ball, cricket, flag rugby, minor games.

ASSESSMENT:

The following criteria are assessed for each topic:

- 25% Use of knowledge (Criterion A)
  - Demonstrates knowledge of rules and tactics
- 20% Movement composition (Criterion B)
  - Chosen skill shows good use of time, space, force and flow
- 30% Performance (Criterion C)
  - Applies movement concepts, strategies and rules appropriately
- 25% Social skills and personal engagement (Criterion D)
  - Demonstrates good sportsmanship.
  - Responds well to instruction from teacher and others.
  - The student consistently shows enthusiasm and commitment to physical education.

RESOURCES/TEXTBOOKS:

Material to be provided by the Department.
SUBJECT: INTER DISCIPLINARY LEARNING
YEAR LEVEL: YEAR 6 – COMPULSORY
REQUIREMENTS: This is a compulsory course for all Year 6 students.
LENGTH OF SUBJECT: One Semester
PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

The Humanities and Social Sciences learning comprises of: Four subject areas including History, Geography, Economics and Business, Civics and Citizenship and three cross-curricular priorities including Aboriginal and Torres Strait Islander history and cultures, Asia and Australia’s engagement with Asia and Sustainability.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

TOPICS AND SKILLS:

**Australian Government (Civics & Citizenship)**

- Leaders and democratic process (voting)
- Decision making
- Parliamentary system and democratic principles
- Origins and key features of political government and legal systems

**We are Australian (History, Geography, & Cross-Curricular Priorities)**

- National Identity
- Federation
- Immigration/emigration

ASSESSMENT:

30 % Topic Tests
30 % Assignments/Projects
20 % Oral Presentations
20 % Classwork/Homework

RESOURCES / TEXTBOOKS:

Activities and instructional material will be distributed in class to support the Inter Disciplinary Programme.
SUBJECT: INTER DISCIPLINARY LEARNING
YEAR LEVEL: YEAR 6 – COMPULSORY
REQUIREMENTS: This is a compulsory course for all Year 6 students.
LENGTH OF SUBJECT: One Semester
PERIODS PER WEEK: 4 periods

DESCRIPTION OF COURSE:
The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

The Humanities and Social Sciences learning comprises of: Four subject areas including History, Geography, Economics and Business, Civics and Citizenship and three cross-curricular priorities including Aboriginal and Torres Strait Islander history and cultures, Asia and Australia’s engagement with Asia and Sustainability.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

TOPICS AND SKILLS:
Indigenous Studies (History, Geography & Cross-Curricular Priorities)
- Cultural heritage and Identity
- Indigenous status and rights
- Continuity and change
- People and environments
- Connections to places

Asia and the World Around Us (Geography, History & Cross-Curricular Priorities)
- Introduction to world geography
- Significant events that connect people and places
- Differences in the economic, demographic and social characteristics between countries across the world
- The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region
- Background, traditions, beliefs of Asian countries
- Asian contributions to world history
- Australian links with Asia

ASSESSMENT:
30 % Topic Tests
30 % Assignments/Projects
20 % Oral Presentations
20 % Classwork/Homework

RESOURCES / TEXTBOOKS:
Activities and instructional material will be distributed in class to support the Inter Disciplinary Programme.
SUBJECT: LITERACY
YEAR LEVEL: YEAR 6 – COMPULSORY
REQUIREMENTS: Acceptable completion of previous year’s study in English or a satisfactory entrance test result
LENGTH OF SUBJECT: One year, two semesters
PERIODS PER WEEK: 7 periods

DESCRIPTION OF COURSE:
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Students are guided to develop a lifelong interest in language and literature.

TOPICS FOCUS:
Reading – selected fiction and non-fiction literature (poetry, novels, short texts) and various non-literary short texts (news articles, interviews, informative and expository texts, reviews)
Writing – literary commentaries, creative formats (narrative, poetry), reports and expository texts
Speaking – informal class discussions, formal presentations and speeches

SKILLS FOCUS:
Spelling and Vocabulary development
Language structure
Reading response
Text comprehension
Written composition, creation and production
Speaking and Listening

ASSESSMENT:
40% Reading Tasks
40% Writing Tasks
20% Oral Tasks

RESOURCES:
Sources provided by teacher (news articles, short texts, extracts, guided reading texts)
Various textbooks consulted (Grammar and Spelling, writing skills)
Dictionary/Thesaurus
SUBJECT: NUMERACY
YEAR LEVEL: YEAR 6 – COMPULSORY
REQUIREMENTS: Acceptable completion of Year 5 mathematics at TKIS or a satisfactory entrance test result approved by the Head of Learning Mathematics.
LENGTH OF SUBJECT: One year, two semesters
PERIODS PER WEEK: 5 periods

DESCRIPTION OF COURSE:
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

TOPICS AND SKILLS:
NUMBER AND ALGEBRA:
Number and Place Value: Read, write and order whole numbers and decimal numbers, estimating and rounding, odd and even numbers, mental computations, addition, subtraction, multiplication and division, factors, multiples, square, prime, composite and triangular numbers.
Fractions and Decimals: Fractions – compare & order, number lines, equivalent, simplifying, highest & lowest common denominator and factor, add, subtract, multiply and divide, all with differing denominators, fraction of a quantity.
Decimals - compare & order, number lines, add, subtract, multiply and divide where remainder is written as a decimal, multiply and divide by powers of 10.
Percentages – understanding of percentages, correlation between fractions, decimals and percentages.
Money and Financial Mathematics: Investigate and calculate percentage discounts
Patterns and Algebra: Describe, create and continue number patterns (whole, fractional and decimal numbers), BIDMAS (order of operations), inverse operations, exponent numbers, describing rules to patterns.
Introduction to basic algebra – number patterns, using pronumerals, variables, writing simple algebraic equations

MEASUREMENT AND GEOMETRY:
Units of Measurement: Connecting decimals to the metric system, converting between common metric units of length, area & perimeter
Location and Transformation: Describe translations, reflections and rotations, symmetry, grid referencing for location, the Cartesian Plane using all four quadrants.
Shape: 2D & 3D shape, constructing pyramids and prisms
Geometric Reasoning: Lines, including parallel and perpendicular, estimating, measuring and comparing angles, using a protractor, finding unknown angles.

STATISTICS AND PROBABILITY:
Chance: Describe probability using decimal, fraction and percentages, conduct chance experiments, compare frequencies
Data Representation and Interpretation: Pose questions and collect data comparing two categorical variables, reading and creating graphs, describe and analyse data.
**ASSESSMENT:**
20% Skills Based Assignments and Book Work  
30% Project Investigations  
50% Class Topic Tests

**RESOURCES / TEXTBOOKS:**
- Text Book ICE – EM Mathematics Year 6 Books 1 and 2  
- Additional activities and instructional material will be distributed in class to support the Numeracy Programme.
SUBJECT: SCIENCE  
YEAR LEVEL: YEAR 6 – COMPULSORY  
LENGTH OF SUBJECT: One year  
PERIODS PER WEEK: 2 periods

DESCRIPTION OF COURSE:
Science education offers students a valuable way of understanding their experiences of the world around them. It helps them to operate effectively from day to day and prepares them to responsibly manage their environment.
Grade 6 Science is designed to give students an introduction to scientific knowledge and skills at a level greater than the experience of most primary students. In only two lessons a week, the content is limited but the skill development is considerable. Experiments may require the use of science-specific equipment but the names of the apparatus are not a focus. Most practical requirements involve items which can be found in any home.

TOPICS AND SKILLS:
SEMESTER ONE
Safety in the Science Laboratory: introduction to general safety rules
Energy: energy forms, transfers and transformations, production of electrical energy, alternative energy sources
Food chains, food webs and ecosystems: food chains and webs, interactions between organisms, effects of the physical environment on the growth and survival of living things

SEMESTER TWO
Reversible and Irreversible changes: mixtures, solubility, rusting, cooking, melting and freezing, reversible changes and recycling
Geological Changes and Extreme Weather: earthquakes, volcanic eruptions and tsunamis, measurement of significant geological events, natural disaster management
Electrical Circuits: flow of electricity, switches, conductors and insulators

ASSESSMENT:
Topic Tests, Assignments, Projects, Practicals, Homework and Review exercises will be used to enable students to meet Level 6 achievement standards. By the end of Year 6, students:
• Compare various transformations of energy to generate electricity.
• Analyse interactions between living things and predict and describe environmental effects on individual living things.
• Compare observable, reversible and irreversible, changes to materials.
• Construct electrical circuits and distinguish between open and closed circuits.
• Explain how scientific knowledge develops from many people’s contributions and how scientific understandings, discoveries and inventions affect people’s lives.
• Design investigations into simple cause and effect relationships, identifying variables to be changed and measured.
• Make predictions, suggest improvements and communicate findings using a range of text types.

RESOURCES/TEXTBOOKS:
Worksheets and instructional material will be distributed in class to support each topic.
SUBJECT: VISUAL ART
YEAR LEVEL: YEAR 6 - COMPULSORY
REQUIREMENTS: No pre-requisites
LENGTH OF SUBJECT: Two semesters
PERIODS PER WEEK: Two periods

DESCRIPTION OF COURSE:
Visual Art in Year 6 allows for students to explore a range of materials & techniques, compositional elements and ideas about Art and its function. Students are exposed to a broad range of Art from different cultures and times. Students are encouraged to reflect upon the world and their place within it, in the development of individual approaches to making Art. An experimental & reflective approach to developing ideas, techniques & use of media, is fundamental.

TOPICS AND SKILLS:
Puppets: Students investigate a range of puppet types from different cultures & times. They consider the purpose of puppetry, the significance of the performance space, character development & narrative, along with materials and design. Students work collaboratively to construct their own puppets and develop a performance.

Pattern: Students explore pattern in art, design, the natural & man made world. They incorporate their own designs into a folio piece.

Self-Portraiture: Students investigate ideas associated with identity & different approaches to self-portraiture, using a variety of techniques and materials.

Art and Emotion: Students examine and compare ‘expressive’ art works from a range of cultural & historical contexts and develop a folio piece.

Architecture: Students examine the notion of architecture and explore its function, significance, design and construction through history and different cultural contexts.

At the end of the unit, students will be able to:

- Reflect, analyse and compare visual qualities and composition of art works
- Evaluate the function, ideas, moods and messages inherent within art
- Develop an understanding and apply arts terminologies specific to visual arts
- Experiment and develop various techniques through the management of diverse materials and processes
- Experiment and develop visual qualities, ideas and concepts
- Explore personal, social, cultural and historical contexts
- Develop personal creativity through imaginative approaches

ASSESSMENT:
50% Process Portfolio
50% Folio (Practical response to topic)

RESOURCES / TEXTBOOKS:
No formal text, however students will receive handouts including worksheets, instructions and informative research material to support their work within the classroom.