

Key Learning Area (KLA)	Outline
Driving Question: How can we build a better future? Focus: Environment	
Religious Education	<p>The Catholic Church in Australia Has a Special Story This unit explores the story of the Catholic Church in Australia. It focuses on key events and people that have shaped the identity and growth of the Catholic Church in Australia. The unit also explores how the Church is organised and what it does in Australia today. The unit assists students to recognise their place in the Church as the people of God.</p> <p>Creation: A Change of Heart This unit explores creation as a gift from God, which we are called to protect and care for. Students will identify issues of misuse & mismanagement in the environment and explore how we, as stewards of creation, can respond appropriately and compassionately. The unit will introduce the concept of 'ecological conversion' which calls us to change the ways in which we relate to the whole of God's creation.</p>
English	<p>Students learn to critically analyse and respond to texts, with a focus on multimodal and visual texts. They explore the ways in which texts are structured and presented to communicate ideas and influence viewers. This term, our writing will focus on poetry and informative texts. Explicit instruction in reading, writing, speaking and listening, and grammar and punctuation will be integrated throughout lessons.</p> <p>Library</p> <p>The focus texts for this term are the disaster series by Jackie French and Bruce Whatley. The books explore the impact that nature has on our environment and reflects on the strength of the Australian spirit.</p> <p>The CBCA Book Week theme for 2023 is "Read, Grow, Inspire", 19th - 25th August.</p> <p>Illustrator, Marc McBride will also be visiting the school this term. In addition, the Premier's Reading Challenge finishes August 18th. All students are expected to complete the Challenge.</p>
History & Geography (Semester Two)	<p>Factors that Shape Places Students use their knowledge, understanding and skills from Semester One (History) to investigate how people change the natural environment in Australia and other places around the world. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.</p> <p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How do people and environments influence one another? • How do people influence places and the management of spaces within them? • How can the impact of bushfires or floods on people and places be reduced?
Science & Technology	<p>States of Matter Stage 3 of the Material World strand focuses on how the properties of a range of materials and the way in which they are combined, determine their use and inform design solutions. Students investigate the different properties of solids, liquids and gases, and consider combining and separating mixtures. Stage 3 of this strand introduces students to fundamental concepts of chemistry and is an introduction to Materials Technologies.</p> <p>Inquiry Questions How can the state of materials be changed and manipulated? What is the result of combining materials?</p>

Mathematics	Weeks	Sub-strands	Content
	1 - 2	Whole Number, Two-Dimensional Space, Angles	<p>Whole Number</p> <ul style="list-style-type: none"> determine all 'factors' of a given whole number determine the '<u>highest common factor</u>' (HCF) of two whole numbers determine 'multiples' of a given whole number determine the 'lowest common multiple' (LCM) of two whole numbers <p>Two-Dimensional Space</p> <ul style="list-style-type: none"> use the terms 'translate', 'reflect' and 'rotate' to describe the movement of two-dimensional shapes describe the effect when a two-dimensional shape is translated, reflected or rotated identify and quantify the total number of lines (axes) of symmetry (if any exist) of two-dimensional shapes, including the special quadrilaterals and triangles identify shapes that have rotational symmetry and determine the 'order' of rotational symmetry <p>Angles</p> <ul style="list-style-type: none"> identify that a right angle is 90°, a straight angle is 180° and an angle of revolution is 360° identify and describe angle size in degrees for each of the classifications acute, obtuse and reflex compare the sizes of two or more angles in degrees estimate angles in degrees and check by measuring
	3 - 4	Addition & Subtraction, Three-Dimensional Space	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> round numbers appropriately when obtaining estimates to numerical calculations use estimation to check the reasonableness of answers to addition and subtraction calculations <p>Three-Dimensional Space</p> <ul style="list-style-type: none"> visualise and sketch three-dimensional objects from different views, including top, front and side views examine a diagram to determine whether it is or is not the net of a closed three-dimensional object visualise and sketch nets for given three-dimensional objects visualise and name prisms and pyramids, given diagrams of their nets show simple perspective in drawings by showing depth
	5 - 6	Multiplication & Division, Area	<p>Multiplication and Division</p> <ul style="list-style-type: none"> use mental and written strategies to divide a number with three or more digits by a one-digit divisor where there is no remainder, including: <ul style="list-style-type: none"> dividing the hundreds, then the tens, and then the ones using the formal algorithm use mental and written strategies to divide a number with three or more digits by a one-digit divisor where there is a remainder, including: <ul style="list-style-type: none"> dividing the tens and then the ones

			<ul style="list-style-type: none"> - using the formal algorithm • show the connection between division and multiplication, including where there is a remainder • use digital technologies to divide whole numbers by one- and two-digit divisors • apply appropriate mental and written strategies, and digital technologies, to solve division word problems <p>Area</p> <ul style="list-style-type: none"> • establish the relationship between the lengths, widths and areas of rectangles • record, using words, the method for finding the area of any rectangle • calculate areas of rectangles (including squares) in square centimetres and square metres • record calculations used to find the areas of rectangles • apply measurement skills to solve problems involving the areas of rectangles (including squares) in everyday situations • measure the dimensions of a large rectangular piece of land in metres and calculate its area in hectares
	7 - 8	Fractions & Decimals, Length	<p>Fractions and Decimals</p> <ul style="list-style-type: none"> • express thousandths as decimals • interpret decimal notation for thousandths • state the place value of digits in decimal numbers of up to three decimal places <p>Length</p> <ul style="list-style-type: none"> • use the term 'dimensions' to describe the 'lengths' and 'widths' of rectangles • measure and calculate the perimeter of a large rectangular section of the school • calculate perimeters of common two-dimensional shapes, including squares, rectangles, triangles and regular polygons with more than four sides • record calculations used to find the perimeters of two-dimensional shapes
	9 - 10	Patterns & Algebra, Chance	<p>Patterns and Algebra</p> <ul style="list-style-type: none"> • complete number sentences that involve more than one operation by calculating missing numbers • identify and use inverse operations to assist with the solution of number sentences • complete number sentences involving multiplication and division, including those involving simple fractions or decimals • write number sentences to match word problems that require finding a missing number <p>Chance</p> <ul style="list-style-type: none"> • represent probabilities of outcomes of chance experiments using fractions • establish that the sum of the probabilities of the outcomes of any chance experiment is equal to 1 • order commonly used chance words on an interval from zero ('impossible') to one ('certain')

Personal Development, Health & Physical Education (PD/H/PE)	<p><u>Personal Development & Health (PD/H) (theory)</u></p> <p>Unit: We're All Unique This unit explores how individuals are unique and how those differences should be respected and celebrated. Students will learn about the importance of values and how they influence their attitude and everyone has the right to choose how to manage their load. Students will have the chance to think about stress management and develop some useful strategies. Everyone has the right to be treated equally and fairly, without prejudice or bullying. Students will have the opportunity to think more about diversity, multicultural societies and discrimination.</p> <p><u>Physical Education (PE) (practical)</u></p> <p>Unit: Basketball Students will:</p> <ul style="list-style-type: none"> • Be tested on their fitness via completion of a beep test • Develop and improve on movement skills associated with the sport of Basketball. They will learn the rules of the game and will have the ability to compete with the knowledge and confidence.
Languages (Semester Two)	<p>This semester, students of French will develop an understanding of the values and practices of their own and other cultures. Students will investigate various aspects of cultural and language practices and record and present them using a variety of strategies. Their awareness and desire to explore beyond their own experience will help them to appreciate the diversity and commonality that exists between cultures. Students will be involved in language activities such as composing and presenting short role-plays, participating in question-and-answer activities, reading simple texts and using bilingual dictionaries. Students will communicate in French in familiar social and classroom situations, and understand and respond to short texts based on simple language structures set in familiar contexts. They will compose simple coherent texts using basic sentence structures which include features of learnt oral and written language.</p>
Creative Arts – Music	<p>Learning activities touch upon concepts of Duration (rhythm & tempo), Pitch, Dynamics, Timbre, Texture, Structure as well as Style. These concepts are explained through varied activities and provide opportunities for an exploration of an integrated approach to the learning experiences of Performing, Organising Sound and Listening.</p>