

Key Learning Area (KLA)	Outline
Focus: Power, Leadership, Responsibility	
Religious Education	<p>Reign of God: Breaking Down Barriers This unit explores how Jesus broke down barriers that prevented right relationships. It looks at concepts such as personal and social sin, and how our behaviour and relationships can advance or hinder the reign of God. Students will explore issues of prejudice, discrimination, rejection and acceptance, exclusion and inclusion.</p> <p>Lent: A Time for Building a Just World This unit explores 'mission'. The unit highlights the mission of Jesus as announcing the reign of God. It investigates how the Church, the baptised, work to bring about the reign of God – a time of truth, justice, love and peace. It explores Lent as a time when we renew our commitment to the mission of Jesus.</p>
English	<p>Students will explore the concepts of power in its many forms. We explore this concept through argument and point of view. Students understand that an argument considers audience, form and purpose. Students will communicate ideas, engage and influence an audience.</p> <p>They will also look at the ways in which composers express themselves through language and how they use this language to persuade and influence others. They will investigate the concept of power by investigating different ideas and making connections. Students will read, view and respond to a selection of multimodal texts throughout the unit, and investigate how text structures and language features work collaboratively to communicate ideas.</p> <p>Library: Students will explore multiple picture books, focusing on developing their visual literacy. Text will examine European settlement of Australia, through the perspective of First Nation peoples and the ANZAC legend. All students will participate in the 2023 Premier's Reading Challenge.</p>
Mathematics	<p>Number & Algebra: Whole Number, Addition & Subtraction, Multiplication & Division, Fractions & Decimals, Patterns & Algebra</p> <p>Measurement & Geometry: Length, Area, 2D Space, 3D Space, Angles</p> <p>Statistics & Probability: Chance</p>
Science & Technology	<p>Physical World – Why do we need forces in our world? Stage 3 of the Physical World strand focuses on the difference between contact and non-contact forces. Students are provided with an opportunity to investigate how electrical energy can control movement in products and systems. Stage 3 of this strand develops students' abilities to design, test and evaluate a product or system that demonstrates energy transformation, further developing an understanding of the interrelationship between force and energy.</p>
HSIE (History & Geography - Semester One)	<p>History Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and</p>

	<p>social development. Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.</p> <p>Geography Students describe the diverse characteristics of places in different locations across local and global scales. They explain interactions between people, places and environments and identify factors influencing interconnections. Students compare spatial distributions and patterns among phenomena. They explore how people respond to a geographical challenge and investigate reasons for differing perspectives. Students develop geographical questions to frame an inquiry. They use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. They represent data in different forms. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions, and may take action in response to a geographical challenge and describe the expected effects of their proposal.</p>
<p>Personal Development, Health & Physical Education (PD/H/PE)</p>	<p>PD/H/PE (Theory) Unit: Developing Healthy Relationships This unit is about appreciating the importance of different relationships in our lives. Students explore how to create and maintain positive relationships. They discuss family, friendships, peer pressure and violence. Students learn how to deal with conflict and how to seek help and support.</p> <p>PD/H/PE (Practical) Unit: The Joy of Movement (Gymnastics) Students learn both static and dynamic balancing involving the moving of various body parts whilst standing in the one place or balancing whilst in motion. Students develop the physical and psychological skills to be able to learn and perform tumbling.</p>
<p>Languages (Semester 1)</p>	<p>This semester, students of Italian will develop an understanding of the values and practices of their own and other cultures. In this subject they 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 among 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 Italian in familiar social and classroom situations, 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>
<p>Creative Arts – Music</p>	<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>

**Creative Arts -
Visual Art
(Semester 1)**

Students will develop ideas for artworks based on the study of artists who have explored the broad theme of anthropomorphism (the showing or treating of animals and objects as if they are human in appearance, character or behaviour). Students will consider the ways artists play with concepts of hybridity, mutation and metamorphosis while investigating the artworks of contemporary artists such as, Ryan Berkley, Patricia Piccinini and Peter Booth. Students will create a series of works exploring the making forms of drawing, painting and textiles.