

Key Learning Area (KLA)	Outline
<b>Focus:</b> Change (causation, place, space, perspective)	
<b>Religious Education</b>	<p><b>Reign of God: Reaching out in Justice</b> This unit explores the Church's mission to build a just world. Justice is an important element in bringing about the Reign of God. Students will explore examples of injustice and how the Church continues the mission of Jesus by working for justice. In their exploration, students will need to look at decision-making and conscience.</p> <p><b>Lent: A Time for Growth</b> This unit examines Jesus' life in the gospels, and the students' experiences of rejection and acceptance. It explores Jesus' passion as an experience of suffering and rejection. Suffering, rejection and times of difficulty can be times of growth. Students will be challenged to reflect on the experience of God with us today in times of difficulty.</p>
<b>English</b>	<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. Students reflect on their: beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p> <p><b>Library:</b> Students will explore multiple picture books focusing on developing their visual literacy. They will complete a Lexile test to guide development of their reading. All students will participate in the Premier's Reading Challenge 2023.</p>
<b>Mathematics</b>	<p><b>Number &amp; Algebra:</b> Whole Number, Addition &amp; Subtraction, Multiplication &amp; Division, Fractions &amp; Decimals, Patterns &amp; Algebra <b>Measurement &amp; Geometry:</b> Length, Area, 2D Space, 3D Space, Angles <b>Statistics &amp; Probability:</b> Chance</p>
<b>(History &amp; Geography – Semester One)</b>	<p>Students describe and explain the significance of people, groups, places and events to the development of the Australian colonies. They describe and explain different experiences of people living in the Australian colonies and identify change and continuity and describe the causes and effects of change in Australian society. 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>
<b>Science &amp; Technology</b>	<p><b>Living World – Adaptations</b> This unit provides an opportunity for students to explore some of the structural features and adaptations of desert plants and animals, and to compare them with plants and animals that live in other environments. They pose questions and develop evidence-based claims supported by their reasoning.</p>

	<p><b>Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>• How do physical conditions affect the survival of living things?</li> <li>• How do the structural and behavioural features of living things support survival?</li> <li>• Why is it important for food and/or fibre to be produced sustainably?</li> </ul>
<p><b>Personal Development, Health &amp; Physical Education (PD/H/PE)</b></p>	<p><b>PD/H/PE (Theory) Unit: Let's Get Active</b>  In this unit, students will learn about safety with sport and how they can become healthier by getting involved in physical activity. The students will discover their own fitness level by testing different skills. By the end of the unit, they will have developed their own fitness profile.</p> <p><b>PD/H/PE (Practical) Unit: The Joy of Movement (Dance)</b>  Rhythmic and expressive movement often involves performing specialised movement. There may be a particular theme influenced by the music and equipment portrayed by the individual performing the sequence. The rhythm of a sequence occurs when the individual has to interrelate any musical sounds and movement together.</p>
<p><b>Languages</b></p>	<p>Students will develop an understanding of the values and practices of their own and other cultures. They will interact 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. They will understand and respond to short texts and compose simple texts using basic sentence structures.</p>
<p><b>Creative Arts – Music</b></p>	<p>Learning activities touch upon concepts of Duration (rhythm &amp; 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>
<p><b>Creative Arts - Visual Art</b></p>	<p>Students inquire into the subject matter of birds and develop ideas for artworks based on the study of artists who explore <i>Ornithology</i> (the study of aesthetics qualities and visibility of birds) and <i>Totemism</i> (system of belief in which humans are said to have kinship or a mystical relationship with a spirit-being). After investigating the artistic practice of David Boxley students will work in the 2D form, planning and developing a design for a Bird Totem. Working in the 3D, students will construct their Bird Totem using clay.</p>