| Keys to Learning |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Choice | Opportunities for Innovation | Connected Learning | Voice | Critical Thinking | Problem Solving |
| Persuasive Writing Guided inquiry research Debating | Rocket ship design Space travel beyond Colonisation of planets Shock Absorber | Coding <br> Design and technology Debating: Writing and Speaking \& Listening <br> First Nations Literacy Day | Immersion day Debating Colonists for other planets Wellbeing: Help seeking | Rocket design <br> Space colonisation Persuasive writing topics | Design and technology for space travel Colonisation of other planets |


| Week | English |  |  |  | Mathematics | Guided Inquiry, STEM, Science | Wellbeing | Assessment \& Portfolio Tasks | Special Considerations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Writing Text Type | Grammar Punctuation | VCOP <br> Seven Steps | Reading |  |  |  |  |  |
| $\begin{gathered} 1 \\ 11 / 7 \end{gathered}$ | Holiday Recount Risk taking | Paragraphing: grouping ideas (TEEL) | Plan for success:templates | Text-response (independently \& collaboratively): <br> Analyse, synthesise, | Subtraction: <br> Place Value revision, renaming and rearranging | Immersion: <br> The Journey to Discovery | Circle Time: <br> How do I find help? What does help seeking look like? | English Holiday Recount: Risk Taking $\frac{\text { Spelling: Morrison }}{\frac{\text { McCall List } 6}{\text { PROBES }}}$ | Swimming |
| $\begin{gathered} \hline 2 \\ 18 / 7 \end{gathered}$ | Persuasive \& Formal Debates: Sizzling starts and Ending with impact | Paragraphing: grouping ideas (TEEL) | Plan for Success: templates | Text response: <br> Evaluate and justify. | Subtraction: <br> Fractions \& Decimals | The Concept of Discovery | Help seeking <br> I wonder if I need help with this? | PROBES | Swimming |
| $\begin{gathered} 3 \\ 25 / 7 \end{gathered}$ | Persuasive \& Formal Debates: Persuasive Devices, facts and evidence | Literary devices Similes and Metaphors | Ban the Boring | Non-fiction: <br> Analysis of texts \& paraphrasing | Multiplication \& Division: <br> Master Class Equivalent number sentences Factor Trees | Researching key concepts of Discovery in Humanity | Thinking about trust and courage | M: Multiplication \& Division Pre Test PROBES | 3 Way Conferences <br> 29/7 Senior Athletics |
| $\begin{gathered} 4 \\ 1 / 8 \end{gathered}$ | Persuasive \& Formal Debates: Persuasive Devices, multimodal elements and sources | Literary devices | Connectives: despite, although | Indigenous Texts (Local): compare and contrast | Multiplication \& Division: <br> Fractions \& Decimals Powers of 10 | Discovery in Design and Technology | Rehearsing help-seeking conversations | W: Cold Write PROBES | National Indigenous Children's day 4/8 |
| $\begin{gathered} \hline 5 \\ 8 / 8 \end{gathered}$ | Persuasive \& Formal Debates: Presenting | Editing for punctuation: peer feedback | Combining clauses | First Nations Cultures: <br> International Changing attitudes | Location \& Transformation: Transformations \& Cartesian planes (class display) | Researching key concepts of Discovery in Science | Communicating clearly | English Debating M: RAT (multiplication and area and perimeter) | International Day of First Nations People 9/8 |
| $\begin{gathered} \hline 6 \\ 15 / 8 \end{gathered}$ | Information Report: Structure and risk taking | Dependent and Independent Clauses | Power Openers: <br> Although, despite, due to | Indonesian Texts: perspectives and purpose. | Area \& Perimeter. Cartesian Plane Space | Researching key concepts of Discovery in Cultural Change | The roller coaster day' storyboard | M: Cartesian Plane | Science Week <br> Curriculum Day 15/8 <br> Indonesian Day 17/8 SSGs |


| $\begin{gathered} 7 \\ 22 / 8 \end{gathered}$ | Information Report: <br> Reliable sources of information | Paragraphing: grouping ideas (TEEL) | Punctuation: <br> Level 5 | Book Week <br> 'Dreaming with eyes open' | Multiplication \& Division: Ratios BIDMAS | Collating evidence and preparing presentation | Active respect in peer relationships | R: Book week response | Literacy \& Numeracy Week Book Week |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} 8 \\ 29 / 8 \end{gathered}$ | Narratives: <br> Creative texts and Mentor Author | Adverbs | Ambitious Vocabulary/Literary devices | Young Fiction: <br> Narrative Purposes | Statistics \& Probability: Hoop Time Secondary Data | Collating evidence and preparing presentation | Positive Gender Relations: <br> What is harassment \& assault? | M: Multiplication \& Division Post Test | 30/8 Writers Workshop w Author / (middle session) 31/8 Hoop Time 1/9 National Indigenous Day |
| $\begin{gathered} 9 \\ 5 / 9 \end{gathered}$ | Information Report: Facts and evidence | Editing for punctuation: Checklists | Ambitious <br> Vocabulary | Informative Texts: <br> Structural elements / <br> Compare and contrast | Statistics \& Probability: <br> Shock Absorber Experiment changing variables | Preparing information for final showcase | Positive Gender Relations: What is harassment \& assault? | W: Information Report | 7/9 District Athletics 9/9 I.C.E Showcase |
| $\begin{gathered} \hline 10 \\ 12 / 9 \end{gathered}$ | Information Report: <br> Peer feedback and modes of presentationShare reports | Editing for punctuation: checklists | Ambitious Vocabulary | Informative Texts: Purpose, Audience, Context | Statistics \& Probability: Collected data \& construct data displays | Presenting information and showcase | Peer Support: Setting boundaries \& communicating standards |  |  |

