### Week 1: Investigating author’s language in a familiar narrative

**English:**
- Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.

**Maths:**
- **Unit 1:** Students develop understandings of:
  - Number and place value
  - Fractions and decimals
  - Using units of measurement

**Science:**
- **Unit 1:** Here today gone tomorrow
- Students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

**Geography:**
- **Unit 1 – Exploring environments and places**
- Inquiry question/s:
  - How does the environment support the lives of people and other living things?

**Week:** 27-31/01

**Assignment/project:**
- **Write a new chapter**
- **Written**
- Students create an imaginative new chapter for a book.

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### Week 2: Examining traditional stories from Asia

**English:**
- Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.

**Maths:**
- **Unit 2:** Students develop understandings of:
  - Number and place value
  - Patterns and algebra
  - Chance
  - Data representation and interpretation

**Science:**
- **Knowing numbers**
- Written
- Students describe and complete number patterns, find unknown quantities, recall multiplication and division facts and complete calculations.

**Geography:**
- **Being a soil scientist**
- Assignment/project
- Students will represent, investigate and explain how natural processes and human activity change the Earth’s surface.

**Week:** 03-07/02

**Assignment/project:**
- **Write a traditional story which includes a lesson or message for a younger audience**
- **Written**
- Students write a traditional story which includes a lesson or message for a younger audience.

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### Week 3: Here today gone tomorrow

**Science:**
- **Unit 1:** Here today gone tomorrow
- Students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

**Geography:**
- **Unit 1 – Exploring environments and places**
- Inquiry question/s:
  - How does the environment support the lives of people and other living things?

**Week:** 10-14/02

**Assignment/project:**
- **What are the chances?**
- Written
- Students identify dependent and independent events and explain the chance of everyday events occurring

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### Week 4: Examining traditional stories from Asia

**English:**
- Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.

**Maths:**
- **Unit 2:** Students develop understandings of:
  - Number and place value
  - Patterns and algebra
  - Chance
  - Data representation and interpretation

**Science:**
- **Knowing numbers**
- Written
- Students describe and complete number patterns, find unknown quantities, recall multiplication and division facts and complete calculations.

**Geography:**
- **Being a soil scientist**
- Assignment/project
- Students will represent, investigate and explain how natural processes and human activity change the Earth’s surface.

**Week:** 17-21/02

**Assignment/project:**
- **Write a traditional story which includes a lesson or message for a younger audience**
- **Written**
- Students write a traditional story which includes a lesson or message for a younger audience.

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### Week 5: Here today gone tomorrow

**Science:**
- **Unit 1:** Here today gone tomorrow
- Students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

**Geography:**
- **Unit 1 – Exploring environments and places**
- Inquiry question/s:
  - How does the environment support the lives of people and other living things?

**Week:** 24-28/02

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### Week 6: Examining traditional stories from Asia

**English:**
- Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.

**Maths:**
- **Unit 2:** Students develop understandings of:
  - Number and place value
  - Patterns and algebra
  - Chance
  - Data representation and interpretation

**Science:**
- **Knowing numbers**
- Written
- Students describe and complete number patterns, find unknown quantities, recall multiplication and division facts and complete calculations.

**Geography:**
- **Being a soil scientist**
- Assignment/project
- Students will represent, investigate and explain how natural processes and human activity change the Earth’s surface.

**Week:** 03-07/03

**Assignment/project:**
- **Write a traditional story which includes a lesson or message for a younger audience**
- **Written**
- Students write a traditional story which includes a lesson or message for a younger audience.

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### Week 7: Here today gone tomorrow

**Science:**
- **Unit 1:** Here today gone tomorrow
- Students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

**Geography:**
- **Unit 1 – Exploring environments and places**
- Inquiry question/s:
  - How does the environment support the lives of people and other living things?

**Week:** 10-14/03

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### Week 8: Here today gone tomorrow

**Science:**
- **Unit 1:** Here today gone tomorrow
- Students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

**Geography:**
- **Unit 1 – Exploring environments and places**
- Inquiry question/s:
  - How does the environment support the lives of people and other living things?

**Week:** 17-21/03

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### Week 9: Here today gone tomorrow

**Science:**
- **Unit 1:** Here today gone tomorrow
- Students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

**Geography:**
- **Unit 1 – Exploring environments and places**
- Inquiry question/s:
  - How does the environment support the lives of people and other living things?

**Week:** 24-28/03

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### Week 10: Here today gone tomorrow

**Science:**
- **Unit 1:** Here today gone tomorrow
- Students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

**Geography:**
- **Unit 1 – Exploring environments and places**
- Inquiry question/s:
  - How does the environment support the lives of people and other living things?

**Week:** 31-04/04

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### Holidays

**Week:** 23-27/09

**Week:** 30-04/10
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<thead>
<tr>
<th>Week</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Geography</th>
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<tbody>
<tr>
<td>1</td>
<td>Unit 4: Understanding Aboriginal peoples' and Torres Strait Islander peoples' stories Students listen to, read and view information and stories from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing identifying language features, ideas, relationships and messages in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories.</td>
<td>Students develop understandings of: <em>Number and place value</em> <em>Fractions and decimals</em> <strong>Using odd and even numbers</strong> Short answer questions To use the relationships between the four operations and odd and even numbers.</td>
<td>Unit 2: Ready, set, grow! Students will investigate life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things including the impact on the survival of the species.</td>
<td>Unit 2 – Using places more sustainably Inquiry questions: <em>How do different views about the environment influence approaches to sustainability?</em> <em>How can people use places and environments more sustainably?</em></td>
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<td>2</td>
<td>Unit 3: Students develop understandings of: <em>Number and place value</em> <em>Fractions and decimals</em> <strong>Using odd and even numbers</strong> Short answer questions To use the relationships between the four operations and odd and even numbers.</td>
<td><strong>Legend land</strong> Short answer questions Students interpret, create and describe information contained in simple maps <strong>E - Generation geometry</strong> Short answer questions Students measure and construct angles to make connections between three-dimensional objects and their two-dimensional representations, to describe the symmetry and transformation.</td>
<td>Mapping lifecycles Multimodal presentation Students research an endangered Australian animal or plant and present information in a multimodal format, including a concept map. They represent the life cycle of the plant or animal and identify relationships which both assist and hinder its survival.</td>
<td>Research (Oral)</td>
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<td>3</td>
<td>NAPLAN WEEK Informative multimodal presentation about an Aboriginal peoples' or a Torres Strait Islander peoples' story Poster/multimodal presentation Students create and deliver an informative multimodal presentation about an Aboriginal peoples' or a Torres Strait Islander peoples' story</td>
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