## Unit and Assessment Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Geography</th>
</tr>
</thead>
</table>
| 1    | Unit 1: Investigating author’s language in a familiar narrative | Unit 1: Students develop understandings of:  
  - Number and place value  
  - Fractions and decimals  
  - Using units of measurement | 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. |
| 2    | 03-07/02 | Monitoring tasks  
U1: Place value, fractions and operations  
Students locate fractions on a number line, describe number patterns and recall multiplication facts.  
U2: How much is 10 000?  
Students generalise from numbers and formulate, model and record understanding of place value. | |
| 3    | 10-14/02 | Writing a new chapter  
Students create an imaginative new chapter for a book. | |
| 4    | 17-21/02 | | |
| 5    | 24-28/02 | | |
| 6    | 03-07/03 | Knowing numbers  
Written  
Students describe and complete number patterns, find unknown quantities, recall multiplication and division facts and complete calculations. | |
| 7    | 10-14/03 | What are the chances?  
Written  
Students identify dependent and independent events and explain the chance of everyday events occurring | |
| 8    | 17-21/03 | Being a soil scientist  
Assignment/project  
Students will represent, investigate and explain how natural processes and human activity change the Earth’s surface. | |
| 9    | 24-28/03 | | |
| 10   | 31-04/04 | | |
| 11   | HOLIDAYS 23-27/09 | | |
| 12   | HOLIDAYS 30-04/10 | | |
### Unit and Assessment Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Geography</th>
</tr>
</thead>
</table>
| 1    | 21-25/04 | Unit 3: Examining traditional stories from Asia  
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.  
| Unit 3: | Students develop understandings of:  
• Number and place value  
• Fractions and decimals  
Using odd and even numbers  
Short answer questions  
To use the relationships between the four operations and odd and even numbers.  
| 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.  
| Unit 2 – Using places more sustainably  
Inquiry questions:  
• How do different views about the environment influence approaches to sustainability?  
• How can people use places and environments more sustainably?  

| 2    | 28-02/05 | 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.  
| 3    | 05-09/05 |  
| 4    | 12-16/05 |  
NAPLAN WEEK  
| 5    | 19-23/05 |  
| 6    | 26-30/05 | 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  
| 7    | 02-06/06 | 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  
| 8    | 09-13/06 | Legend land  
Short answer questions  
Students interpret, create and describe information contained in simple maps  
| 9    | 16-20/06 | 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.  
| 10   | 23-27/06 | Monitoring tasks  
U4: Valuing number Students demonstrate place value understanding and apply it to computation.  

HOLIDAYS

HOLIDAYS