<table>
<thead>
<tr>
<th>Week</th>
<th>English</th>
<th>Maths</th>
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</table>
| 1 27-31/01 | **Unit 1:** Analyzing persuasion in media texts  
Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions. | **Unit 1:**  
Students develop understandings of:  
- Number and place value  
- Real numbers | **Unit 1:**  
**Water — waste not, want not**  
Students will consider the importance of water and the water cycle. They investigate pure substances, mixtures and separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. These understandings will be applied in Unit 2 through other applications to their community.  
The assessment of some concepts in this unit take place in Unit 2, Water — Waste not, want not (continued). | **Unit 1 – Water in the world**  
Inquiry question/s:  
- How do people’s reliance on places and environments influence their perception of them?  
- What effect does the uneven distribution of resources and services have on the lives of people?  
- What approaches can be used to improve the availability of resources and access to services? |
| 2 03-07/02 | | **Index notation, fractions and integers scores**  
Short answer questions: Students connect whole numbers and index notation, solve problems involving fractions and integers. | | |
| 3 10-14/02 | | | | |
| 4 17-21/02 | | | | |
| 5 24-28/02 | | | | |
| 6 03-07/03 | **Unit 2:** Persuading through motivational speaking  
Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students will deliver a recording of a persuasive motivational speech to promote a point of view or enable a new way of seeing. | **Unit 2:**  
Students develop understandings of:  
- Geometric reasoning  
- Shape  
- Using units of measurement | | |
| 7 10-14/03 | **Persuasive Speech**  
**Oral**  
Students create and deliver a recording of a persuasive motivational speech that promotes a point of view or enables a new way of seeing. | | | |
| 8 17-21/03 | **Design a vegetable garden**  
**Assignment/Project**  
Students identify properties of shapes and solve authentic problems using measurements. | | | |
| 9 24-28/03 | | | | |
| 10 31-04/04 | | | | |

**HOLIDAYS** 23-27/09

**HOLIDAYS** 30-04/10
# Unit and Assessment Schedule

## Term 2 7A 2014

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<th>Week</th>
<th>English</th>
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| 1    | **Unit 3:** Reading and creating life writing: biographies  
Students read biographies to identify the text structures and language features. They demonstrate their knowledge of the language features of a biography in a reading comprehension. Students gather information to create a written biography about a person who has displayed courage. | **Unit 3:** Students develop understandings of:  
- Patterns and algebra  
- Linear and non-linear relationships  
**Monitoring**  
Summative assessment of student learning in this unit will be included in task at end of Unit 4. | **Unit 3:** Moving right along — exploring motion  
Students will investigate balanced and unbalanced forces and the effect these have on the motion of an object. They explore the effects of gravity and consider the difference between mass and weight. Students investigate the impact of friction on a moving object and the forces involved in simple machines. They consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations. | **Unit 2 – Place and liveability**  
Inquiry questions:  
- How do people’s reliance on places and environments influence their perception of them?  
- What effect does the uneven distribution of resources and services have on the lives of people?  
- What approaches can be used to improve the availability of resources and access to services? |
| 2    | **Reading comprehension**  
Exam/Test  
Students read and comprehend a biographical text. | **Biography**  
**Written**  
Students write a biography about a person who has displayed courage | | |
| 3    | | | | |
| 4    | **Unit 4:** Moving right along — exploring motion  
Students build on the concepts explored in Unit 3 and consider the application of these forces in everyday life. Students apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle. Students build on their understanding of simple machines to consider how changes to levers and pulley systems affect forces, with more complex systems. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.  
**Balloon powered vehicle**  
**Assignment/project**  
Students identify a question, plan and conduct a fair test considering safety, describe the forces acting on a vehicle and use data to improve vehicle design  
**Collection of work (Multimodal)** | **Unit 4:** Students develop understandings of:  
- Real numbers  
- Chance  
**Probability and number**  
**Short answer questions**  
Students assign probabilities to simple chance experiments and apply the four operations to fractions and decimals. | **Unit 4:** Students develop understandings of:  
- Linear and non-linear equations  
- Geometric reasoning and visualisation  
**Monitoring**  
**Assessment task**  
| |
| 5    | | | | |
| 6    | **Unit 3:** Reading and creating life writing: literary memoirs  
Students continue their study of life writing by reading and analysing autobiographical narratives including picture books. They identify the narrative structure of the texts and the language features used to imaginatively re-create a significant life event. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts. | | | |
| 7    | | | | |
| 8    | | | | |
| 9    | | | | |
| 10   | | | | |
| **HOLIDAYS** | | | | |
| **HOLIDAYS** | | | | |