

Term	1	2	3	4
	Exploring our mind, body, and identity	Exploring the planet we live on	Exploring science, technologies and innovation	Exploring a changing nation over time
Even	<p><b>Getting a Fair Go</b></p> <p>Students explore the concept of 'being fair' in different real-life contexts, including school, home, sport and society. Students will learn the difference between a rule and a law. They will examine scenarios where rules and laws, as well as people's actions, create either fair or unfair situations. They will investigate the relationship between rules, safety and justice and why it is important to have such rules and laws for a functioning society. They identify the three levels of government, including states, territories and local councils. Students investigate why/how rules or local laws change and the process and reasons for these changes. Students will explore what a government is and laws at a local level, by focusing on the rules and laws of a local place or service (e.g. library, waste station). This knowledge will be applied to a community context. Throughout the unit students will be required to participate in cooperative tasks in order to make recommendations to make/change local and/or school laws. They will learn about 'voting' as one way to make decisions and as a class will use voting to make class/school based decisions or actions. They will discuss, view situations from different perspectives and form opinions on value-based topics. Students will be involved in writing persuasive letters to local government focused on community-based issues.</p>	<p><b>Our Precious Earth</b></p> <p>This unit is about students investigating Earth's natural formations (eg. rocks, landforms). They continue their investigation to look into changes in the Earth's landscape (eg. gullies, sand dunes), how they formed and what will impact further changes. Students will be introduced to how the Earth rotates on its axis, the regular changes that occur such as day and night, and how this can impact natural disasters. (Eg Earthquakes, volcanic eruptions). Students will have the opportunity to investigate local areas (eg. gullies, soil) and Asian regions that are prone to changes due to their global positioning. Students will collect evidence of change from local landforms. Students will explain the changes that have occurred, and why, and will be asked to consider an 'environmental plan' that would outline possible actions that could be taken to protect the landform from further negative impact.</p>	<p><b>May The Force Be With You</b></p> <p>During this unit students will explore the elements of physics, including motion ie. friction, force and gravity, energy ie. heat, and electricity ie. Magnetism. Students will investigate how these elements occur in everyday life. They will explore concepts of force and movement and the relationship between energy, force and movement. Students will then conduct experiments to investigate the role physics plays on objects in various settings. They analyse how they work, what the benefits are and whether there are any negative effects. They will investigate how our understanding of physics has impacted our lives such as: microwaves, ovens. At the completion of this unit, students will follow the design process which includes completing a Design Brief to showcase their understanding.</p>	<p><b>Moving Stories</b></p> <p>This unit explores the concepts of culture, diversity, migration and identity through story. Students will explore their own family stories and investigate their cultural origins. They discuss celebrations that take place in Australia and make links to other cultural celebrations around the world. Students will discover whether they have migration experiences or whether their family has enduring links to the place they live now. They will identify the difference between migrants and refugees, and recognise that some people choose to come to Australia and others come as a result of having to leave their own country. A visit to the Immigration Museum will provide an opportunity to personalise the concept of immigration and celebrate the impact it has had on the place we live. At the completion of this unit, students could work collaboratively with a local organization to contribute positively to the community.</p>
<b>Big Question</b>	<b>How do rules and laws help to create a fair school?</b>	<b>How does our Earth change over time?</b>	<b>How does physics affect our lives?</b>	<b>How has the story of migration contributed to Australia's story?</b>
Major Concepts	Systems, responsibility, change	Systems, responsibility, change	Systems, responsibility, change	Systems, responsibility, change

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Odd	<p><b>Healthy Minds Healthy Bodies</b></p> <p>This unit is about the relationship between wellbeing and learning, and the importance of keeping minds and bodies healthy. During the unit the students will find out about how they learn and the factors that affect their learning, such as health, environment, emotions and social. They will explore their own strengths as a learner, and those of their classmates. Students will be focusing on human development across the human lifespan. This includes the life stages and changes that occur in humans, both physical and emotional. They will learn that leading an active and healthy life involves physical activity and healthy food choices. Students will understand factors that will influence their health, eg. friendship groups, media, family. At the completion of this unit, students could create a whole school informative display sharing their knowledge of the various life stages. Also students can work cooperatively to present information on healthy eating, as well as organise a physical activity/game for students in each class across the school.</p>	<p><b>The Circle of Life</b></p> <p>This unit is about living things in Australia and similar locations (eg. Great Barrier Reef, South America). Students explore a variety of habitats, including climate, vegetation and global positioning. Students will explore features of plants and animals and their roles within a habitat. They investigate how environmental factors (and adaptations) affect the lifecycle. Students make observations about how living things depend on one another to survive and then make predictions about the effects when certain elements are removed (eg. food source).</p> <p>Students research a particular living thing and their habitat and the possible threats to their environment. They consider the interconnections.</p>	<p><b>Imagine That!</b></p> <p>People have been using chemistry for thousands of years. In recent years chemical knowledge and the persistence of inventors have provided us with such basic products as nylon, plastic, cars, fuel and detergents. In this unit students will explore simple chemical reactions of solids, liquids and gases. They will relate this to real life by exploring everyday uses of these processes and products. During the unit students will conduct science experiments. Hands-on experiments that students conduct themselves are valuable learning experiences and teachers will need to decide which ones need careful supervision and which need to be demonstrated due to safety reasons. At the completion of this unit, students will be a part of a Science Expo. This will allow them to present science experiments to an audience, as well as explain scientific processes.</p>	<p><b>Discovering Australia</b></p> <p>During this unit students will develop their geographic and historic knowledge of Australia. They will recognise that Aborigines have lived in Australia for more than 40,000 years and that European explorers came only a few hundred years ago. Students explore the significant ties Aboriginal and Torres Strait Islander people have to country and place. They will investigate significant explorers that contributed to the discovery of Australia and the journey of The First Fleet. They will explore the event of European settlement from a variety of perspectives, developing understandings about the impact it had on the Aborigines. Students will also investigate the Aboriginal heritage and exploration of each state and territory that make up the Australian nation.</p>
<b>Big Question</b>	<b>How can we take responsibility for a healthy body and healthy mind?</b>	<b>How do living things work together to maintain harmony?</b>	<b>How do people use their knowledge of science to continue to create new and better products?</b>	<b>What was the impact of European settlement on Australia and Aboriginal culture?</b>
Major Concepts	Systems, responsibility, change, diversity, identity, energy	Systems, responsibility, change, diversity, identity, energy	Systems, responsibility, change, diversity, identity, energy	Systems, responsibility, change, diversity, identity, energy