

Domain/Program (annual hours)	Focus	Time allocation (hours)	Term 1	Term 2	Term 3	Term 4
English 320 hours	Writing	120	<p><b>Text structure and organisation'</b> Genre focus Deconstruct text model Explicit writing convention in planning and lessons</p> <p><b>Expressing and developing ideas</b> Multiple genre approach Explicit information text modelling and examination of table graphs and pictorial information. Partner talk, turn and talk classroom norms.</p> <p><b>Phonics and word knowledge</b> Sound waves. South Australian Spelling Test. Online resources.</p> <p><b>Creating literature</b> VCOP procedures WOW write Independent Sustained Writing Formal Editing procedures</p> <p><b>Texts in context</b> Sequenced genre approach across term Explicit information text modelling and examination of table graphs and pictorial information. Partner talk, turn and talk classroom norms.</p> <p><b>Creating Texts</b> Mentor texts Modelled writing Modern Cursive Handwriting student book. Explicit teaching - handwriting and page use. VCOP procedures WOW write Independent Sustained Writing</p>	<p><b>Text structure and organisation'</b> Genre focus Deconstruct text model Explicit writing convention in planning and lessons</p> <p><b>Expressing and developing ideas</b> Multiple genre approach Explicit information text modelling and examination of table graphs and pictorial information. Partner talk, turn and talk classroom norms.</p> <p><b>Phonics and word knowledge</b> Sound waves. South Australian Spelling Test. Online resources.</p> <p><b>Creating literature</b> VCOP procedures WOW write Independent Sustained Writing Formal Editing procedures</p> <p><b>Texts in context</b> Sequenced genre approach across term Explicit information text modelling and examination of table graphs and pictorial information. Partner talk, turn and talk classroom norms.</p> <p><b>Creating Texts</b> Mentor texts Modelled writing Modern Cursive Handwriting student book. Explicit teaching - handwriting and page use. VCOP procedures WOW write Independent Sustained Writing</p>	<p><b>Text structure and organisation'</b> Genre focus Deconstruct text model Explicit writing convention in planning and lessons</p> <p><b>Expressing and developing ideas</b> Multiple genre approach Explicit information text modelling and examination of table graphs and pictorial information. Partner talk, turn and talk classroom norms.</p> <p><b>Phonics and word knowledge</b> Sound waves. South Australian Spelling Test. Online resources.</p> <p><b>Creating literature</b> VCOP procedures WOW write Independent Sustained Writing Formal Editing procedures</p> <p><b>Texts in context</b> Sequenced genre approach across term Explicit information text modelling and examination of table graphs and pictorial information. Partner talk, turn and talk classroom norms.</p> <p><b>Creating Texts</b> Mentor texts Modelled writing Modern Cursive Handwriting student book. Explicit teaching - handwriting and page use. VCOP procedures WOW write Independent Sustained Writing</p>	<p><b>Text structure and organisation'</b> Genre focus Deconstruct text model Explicit writing convention in planning and lessons</p> <p><b>Expressing and developing ideas</b> Multiple genre approach Explicit information text modelling and examination of table graphs and pictorial information. Partner talk, turn and talk classroom norms.</p> <p><b>Phonics and word knowledge</b> Sound waves. South Australian Spelling Test. Online resources.</p> <p><b>Creating literature</b> VCOP procedures WOW write Independent Sustained Writing Formal Editing procedures</p> <p><b>Texts in context</b> Sequenced genre approach across term Explicit information text modelling and examination of table graphs and pictorial information. Partner talk, turn and talk classroom norms.</p> <p><b>Creating Texts</b> Mentor texts Modelled writing Modern Cursive Handwriting student book. Explicit teaching - handwriting and page use. VCOP procedures WOW write Independent Sustained Writing</p>
	Reading and Viewing	125	<p><b>Text structure and organisation</b> Exploration &amp; discussion of different texts and their elements Examining an author's texts to analyse their use of structures and language features for a desired effect.</p> <p><b>Expressing and developing Ideas</b> Image based analysis and prompts Observation and discussion of a range of texts that utilise imagery to contribute to understanding and knowledge.</p> <p><b>Examining Literature</b> Comparison rubrics and graphic organisers for text analysis. Author based study and comparison Genre charts and reading logs After reading procedures for students Soundwaves - word based analysis, origins, cognates and base words.</p> <p><b>Responding to literature</b> Comparison rubrics and graphic organisers for text analysis. Author based study and comparison Genre charts and reading logs After reading procedures for students</p> <p><b>Interpreting, analysing and evaluating</b> Access to diverse genres. Digital resources for book selection and real time feedback. Units of work surrounding films based text. Units of work based on digital news based media. Units of work based on written text in a range of genres.</p>	<p><b>Text structure and organisation</b> Exploration &amp; discussion of different texts and their elements Examining an author's texts to analyse their use of structures and language features for a desired effect.</p> <p><b>Expressing and developing Ideas</b> Image based analysis and prompts Observation and discussion of a range of texts that utilise imagery to contribute to understanding and knowledge.</p> <p><b>Examining Literature</b> Comparison rubrics and graphic organisers for text analysis. Author based study and comparison Genre charts and reading logs After reading procedures for students Soundwaves - word based analysis, origins, cognates and base words.</p> <p><b>Responding to literature</b> Comparison rubrics and graphic organisers for text analysis. Author based study and comparison Genre charts and reading logs After reading procedures for students</p> <p><b>Interpreting, analysing and evaluating</b> Access to diverse genres. Digital resources for book selection and real time feedback. Units of work surrounding films based text. Units of work based on digital news based media. Units of work based on written text in a range of genres.</p>	<p><b>Text structure and organisation</b> Exploration &amp; discussion of different texts and their elements Examining an author's texts to analyse their use of structures and language features for a desired effect.</p> <p><b>Expressing and developing Ideas</b> Image based analysis and prompts Observation and discussion of a range of texts that utilise imagery to contribute to understanding and knowledge.</p> <p><b>Examining Literature</b> Comparison rubrics and graphic organisers for text analysis. Author based study and comparison Genre charts and reading logs After reading procedures for students Soundwaves - word based analysis, origins, cognates and base words.</p> <p><b>Responding to literature</b> Comparison rubrics and graphic organisers for text analysis. Author based study and comparison Genre charts and reading logs After reading procedures for students</p> <p><b>Interpreting, analysing and evaluating</b> Access to diverse genres. Digital resources for book selection and real time feedback. Units of work surrounding films based text. Units of work based on digital news based media. Units of work based on written text in a range of genres.</p>	<p><b>Text structure and organisation</b> Exploration &amp; discussion of different texts and their elements Examining an author's texts to analyse their use of structures and language features for a desired effect.</p> <p><b>Expressing and developing Ideas</b> Image based analysis and prompts Observation and discussion of a range of texts that utilise imagery to contribute to understanding and knowledge.</p> <p><b>Examining Literature</b> Comparison rubrics and graphic organisers for text analysis. Author based study and comparison Genre charts and reading logs After reading procedures for students Soundwaves - word based analysis, origins, cognates and base words.</p> <p><b>Responding to literature</b> Comparison rubrics and graphic organisers for text analysis. Author based study and comparison Genre charts and reading logs After reading procedures for students</p> <p><b>Interpreting, analysing and evaluating</b> Access to diverse genres. Digital resources for book selection and real time feedback. Units of work surrounding films based text. Units of work based on digital news based media. Units of work based on written text in a range of genres.</p>

	Speaking and Listening	25	<p><b>Language Variation and change</b> Inquiry Topics - Exploration, geography and history Classroom based connection to LOTE - Japanese</p> <p><b>Language for interaction</b> Opportunities to communicate digitally Opportunities to engage with individuals beyond school community. Programs and events that provide genuine community based interaction - beyond the school.</p> <p><b>Literature and context</b> Historical recounts. Viewing factuals interviews and information texts. Viewing historical narratives and film based text. Excursion/incursion -</p> <p><b>Interacting with others</b> Targeted partner talk Learning partners. Small group work. Resilience project. Debate style opportunities. Small and whole group share time. Conferencing. Student to student and student to teacher feedback Excursion/incursion -</p>	<p><b>Language Variation and change</b> Inquiry Topics - Exploration, geography and history Classroom based connection to LOTE - Japanese</p> <p><b>Language for interaction</b> Opportunities to communicate digitally Opportunities to engage with individuals beyond school community. Programs and events that provide genuine community based interaction - beyond the school.</p> <p><b>Literature and context</b> Historical recounts. Viewing factuals interviews and information texts. Viewing historical narratives and film based text. Excursion/incursion -</p> <p><b>Interacting with others</b> Targeted partner talk Learning partners. Small group work. Resilience project. Debate style opportunities. Small and whole group share time. Conferencing. Student to student and student to teacher feedback Excursion/incursion -</p>	<p><b>Language Variation and change</b> Inquiry Topics - Exploration, geography and history Classroom based connection to LOTE - Japanese</p> <p><b>Language for interaction</b> Opportunities to communicate digitally Opportunities to engage with individuals beyond school community. Programs and events that provide genuine community based interaction - beyond the school.</p> <p><b>Literature and context</b> Historical recounts. Viewing factuals interviews and information texts. Viewing historical narratives and film based text. Excursion/incursion -</p> <p><b>Interacting with others</b> Targeted partner talk Learning partners. Small group work. Resilience project. Debate style opportunities. Small and whole group share time. Conferencing. Student to student and student to teacher feedback Excursion/incursion -</p>	<p><b>Language Variation and change</b> Inquiry Topics - Exploration, geography and history Classroom based connection to LOTE - Japanese</p> <p><b>Language for interaction</b> Opportunities to communicate digitally Opportunities to engage with individuals beyond school community. Programs and events that provide genuine community based interaction - beyond the school.</p> <p><b>Literature and context</b> Historical recounts. Viewing factuals interviews and information texts. Viewing historical narratives and film based text. Excursion/incursion -</p> <p><b>Interacting with others</b> Targeted partner talk Learning partners. Small group work. Resilience project. Debate style opportunities. Small and whole group share time. Conferencing. Student to student and student to teacher feedback Excursion/incursion -</p>
	Spelling	25	<p><b>Phonics and word knowledge</b> Fluid spelling groups Use of the Sound Waves spelling program Explicit teaching guided by Sound waves program Word based focus during editing</p>	<p>Phonics and word knowledge Fluid spelling groups Use of the Sound Waves spelling program Explicit teaching guided by Sound waves program Word based focus during editing</p>	<p>Phonics and word knowledge Fluid spelling groups Use of the Sound Waves spelling program Word based focus during editing</p>	<p>Phonics and word knowledge Fluid spelling groups Use of the Sound Waves spelling program Word based focus during editing</p>
	Grammar	25	<p><b>Expressing and developing Ideas</b> Using complex sentences to elaborate and explain ideas Develop an ability to explain and understand word choices their impacts VCOP Text analysis procedures Targeted editing procedures</p>	<p><b>Expressing and developing Ideas</b> Using complex sentences to elaborate and explain ideas Develop an ability to explain and understand word choices their impacts VCOP Text analysis procedures Targeted editing procedures</p>	<p><b>Expressing and developing Ideas</b> Using complex sentences to elaborate and explain ideas Develop an ability to explain and understand word choices their impacts VCOP Text analysis procedures Targeted editing procedures</p>	<p><b>Expressing and developing Ideas</b> Using complex sentences to elaborate and explain ideas Develop an ability to explain and understand word choices their impacts VCOP Text analysis procedures Targeted editing procedures</p>
<b>Mathematics</b> 200 hours	Number and Algebra	120	<p>Blitz Master Revise Place Value (incl. expanding, renaming and rounding of place value fractions and decimals). Revise/reteach Patterns Square, triangular, prime and composite numbers. Multiples and factors (incl. HCF) Positive and negative integers. The four operations – algorithms and word problems.</p>	<p>Revise place value, patterns, 4 operations and divisibility. Order of operations Fractions Decimals Percentage and Ratio. Ensure focus on multiplication and division. Inverse relationships</p>	<p>Revise place value, patterns, fractions, decimals and the four operations. Money* Percentage discounts Order of operations Add, subtract and multiply# fractions and decimals. Equivalent number sentences</p>	<p>The topics specified for this term will be determined as requiring further attention for this cohort of students. Term 4 is essentially a time for revision and the consolidation of knowledge, skills and understandings in mathematics.</p>
	Measurement and Geometry	40	<p>Unit conversion Time (incl. World Time Zones) Mass, volume and capacity Mapping</p>	<p>Lines, angles and 2D shapes. Revise unit conversion. Revise mapping. Revise time Length, perimeter &amp; area</p>	<p>Revise time and times tables* Elapsed time Revise shapes by introducing translations, reflections, rotations, symmetry* 3D objects</p>	<p>The topics specified for this term will be determined as requiring further attention for this cohort of students. Term 4 is essentially a time for revision and the consolidation of knowledge, skills and understandings in mathematics.</p>
	Statistics and Probability	40	<p>Chance experiments Data displays relating to weather Chance and probability* Data representations Mean, median and mode</p>	<p>Categorical and continuous data Revise chance Pose questions and gather data for graphing.</p>	<p>Chance experiments Data displays relating to weather Chance and probability*</p>	<p>The topics specified for this term will be determined as requiring further attention for this cohort of students. Term 4 is essentially a time for revision and the consolidation of knowledge, skills and understandings in mathematics.</p>
<b>Science</b> 60 hours	Understanding, inquiry skills, human endeavour	60	<p>Biological Sciences <b>Adaptations and Survival</b></p> <p>Living things have structural features and adaptations that help them to survive in their environment The growth and survival of living things are affected by the physical conditions of their environment</p>			<p>Physical Sciences Light and Electricity Light from a source forms shadows and can be absorbed, reflected and refracted Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy</p>



