

English	Science	HASS	
<p>Responding to Imaginative Texts</p> <p>Reading and Viewing Through short stories, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood.</p> <p>Students read, view and comprehend a selected text that describes events that extend over several pages. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.</p> <p>Speaking and Listening Students use interaction skills to contribute to discussions about connections between personal experiences and character experiences in stories they have engaged in.</p> <p>Writing and Creating Students engage in shared and independent writing to create imaginative responses to the text. They use appropriate text structures, paragraphs to group related ideas, and language features to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.</p>	<p>Hot Stuff</p> <p>In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements.</p> <p>They will represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</p>	<p>Exploring Places Near and Far</p> <p>In this unit, students investigate “How and why are places similar and different?” They:</p> <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 	
Mathematics			
<p>Number and Algebra Students:</p> <ul style="list-style-type: none"> • order and represent numbers beyond 10 000 • find unknown values in number sentences involving addition and subtraction • create algorithms to investigate numbers and explore simple patterns 	<p>Measurement and Space Students:</p> <ul style="list-style-type: none"> • interpret and create two-dimensional representations of familiar environments • identify angles as measures of turn and compare them to right angles • represent money values in different ways 	<p>Statistics and Probability</p> <p>Not assessed this term</p>	
Health and Physical Education		Languages – Japanese	
<p>Physical Education - Mr Rose</p> <p>Swimming Entries and exits: Safely enter and exit shallow water Buoyancy: Manoeuvre the body from one floating position to another. Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object. Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke. Survival sequence: Perform a continuous survival sequence: scull, float or tread Water, signal for help, float holding a buoyant aid and kick to safety holding the aid. Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety. Water safety knowledge: Describe actions to help keep themselves safe and healthy in, on and around water.</p>	<p>Health - Teacher</p> <p>Feeling Safe</p> <p>In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p>	<p>Mrs McDonald</p> <p>In this unit (continued from Term 3), students use language to explore the concept of amazing spaces in Japan and Australia. Students will:</p> <ul style="list-style-type: none"> • explore the geography of Japan in comparison to Australia. • look at a range of texts about places in Japan. • use a range of language to describe various places in their community. • analyse and understand the systems of language relating to script recognition and Japanese sentence structure. • interpret simple texts about places in Japan, where familiar (and some unfamiliar) language is used. • reflect on learning 	
Technologies	The Arts		
<p>Design Technologies – Mr Jake</p> <p>In this unit, students are immersed in experiences about the principles of design, producing pots for plants taking into consideration the needs of plants and sustainability. They will describe the skills and materials that are best suited for growing plants:</p> <ul style="list-style-type: none"> • explore needs and opportunities for design, test materials and processes needed to create pots for plants • select and use materials, tools, equipment and techniques to safely make designed pots • describe ways of producing food and fibre • examine the features of design and factors including sustainability, products, services and occupations 	<p>Specialist Music – Mrs Hodgson</p> <p>In Music, students will:</p> <ul style="list-style-type: none"> • continue studying the recorder • read simple songs on the staff and learn note names, note values and time signatures. • sing a varied repertoire of songs and rounds. • perform body percussion and respond to a variety of music. 	<p>Specialist Visual Arts – Ms Susi</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • explore the representation of humpback whales and other local sea creatures in artworks by artists including First Nations artists Delvene Cockatoo-Collins, Judy Watson and Oodgeroo Noonuccal. • explore ideas, observations and use their imagination to create their own 2D artwork focused on sea creatures within a seascape • experiment with art mediums and develop techniques in applying watercolour, acrylic paint, charcoal and pastel. • create a sculpture of sea creature using clay. 	<p>Drama – Mr Hyde</p> <p>In this unit, students will use elements of drama and dramatic play to create and co-create stories and contextual situations. They will use imagination and experience to support their ideas.</p> <p>Students will collaborate and improvise to explore ideas and create stories and dramatic roles.</p>