

English	Science	HASS
<b>Responding to Imaginative Texts</b>	<b>Materials Use</b>	<b>Using Places Sustainably</b>
<p><b>Reading and Viewing</b> Through a novel study (Rowan of Rin), students identify characteristic stages of narrative texts including sequences of events that develop over chapters. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. The novel supports and extends students as independent readers as they integrate phonic, vocabulary and grammatical knowledge to read accurately and fluently.</p> <p><b>Speaking and Listening</b> Students interact with others using skills including listening for key points, asking questions to clarify, acknowledging others and sharing and extending ideas.</p> <p><b>Writing and Creating</b> Students engage in shared and independent writing to create their own quest, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to spell multisyllabic and multimorphemic words.</p>	<p>In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.</p>	<p>In this unit, students investigate "How can people use environments more sustainably?". They:</p> <ul style="list-style-type: none"> <li>describe the relative location of places at a national scale</li> <li>identify how places are characterised by their environments</li> <li>examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>propose actions for caring for the environment and meeting needs.</li> </ul>
Mathematics		
<b>Number and Algebra</b>	<b>Measurement and Space</b>	<b>Statistics and Probability</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>follow and create algorithms that generate sets of numbers and identify emerging patterns</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>compare angles relative to a right angle using angle names</li> <li>represent and approximate shapes and objects in the environment</li> </ul>	<p>Not assessed this term</p>
Health and Physical Education	Health and Physical Education	Languages – Japanese
<b>Physical Education - Mr Rose</b>	<b>Health - Teacher</b>	<b>Mrs McDonald</b>
<p><b>Water Polo</b> Students will participate in a water polo unit over 7 weeks building up to a culmination in game play and assessment. Skills including head up freestyle, treading water, passing, sidestroke, backstroke, defending and attacking strategic game play. They will also learn: <b>Entries and exits:</b> Safely enter and exit shallow water using methods suitable for the water location. <b>Buoyancy:</b> Manoeuvre the body from one floating position to another. <b>Water safety knowledge:</b> Describe actions to help keep themselves safe and healthy in, on and around water. Demonstrate understanding of: hazards in familiar water locations; rules for safe behaviour around the water; the signal for help; safety signage.</p>	<p><b>Positive Interactions</b> In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions.</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"> <li>explore the geography of Japan in comparison to Australia.</li> <li>look at a range of texts about places in Japan.</li> <li>use a range of language to describe various places in their community.</li> <li>analyse and understand the systems of language relating to script recognition and Japanese sentence structure.</li> <li>interpret simple texts about places in Japan, where familiar (and some unfamiliar) language is used.</li> <li>reflect on learning</li> </ul>
Technologies	The Arts	
<b>Design Technologies – Mr Jake</b>	<b>Specialist Music – Mrs Hodgson</b>	<b>Specialist Visual Arts – Ms Susi</b>
<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"> <li>explore needs and opportunities for design, test materials and processes needed to create pots for plants</li> <li>select and use materials, tools, equipment and techniques to safely make designed pots</li> <li>describe ways of producing food and fibre</li> <li>examine the features of design and factors including sustainability, products, services and occupations</li> <li>use given design criteria including sustainability to evaluate design ideas and solutions</li> </ul>	<p>In Music, students will learn to read formal music notation through the recorder. They will learn about notes on the staff, time signatures, barlines and expressive elements. Students are also exploring part work through singing, body percussion and other tuned and untuned percussion.</p>	<p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>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.</li> <li>explore ideas, observations and use their imagination to create their own 2D artwork focused on sea creatures within a seascape.</li> <li>experiment with art mediums and develop techniques in applying watercolour, acrylic paint, charcoal and pastel.</li> <li>create a sculpture of sea creature using clay.</li> </ul>

- generate and communicate design ideas and decisions using models and drawings

