

English	Science	HASS
Creating a Song	Matter Matters	Consumer Decision-Making in Australian Communities
<p>Reading and Viewing</p> <p>Through a song study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings.</p> <p>Students read, view and comprehend selected songs exploring how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification.</p> <p>Speaking and Listening</p> <p>Students interact with others to discuss text structures and language features. The use interaction skills such as sharing and developing ideas and opinions, reflecting on viewpoints of others, using skills for interactions – pausing, questioning, paraphrasing, making connections and acknowledging others</p> <p>Writing and Creating</p> <p>Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of songs (poetry). Ideas are developed and expressed in cohesive stanzas, using language features to suit the purpose and audience and to provide fuller descriptions.</p>	<p>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.</p>	<p>In this unit, students investigate “<i>What is the relationship between the environment and my role as a consumer?</i>”. They:</p> <ul style="list-style-type: none"> • examine how to distinguish between needs and wants • identify why choices need to be made about how limited resources are used • investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations • describe a variety of factors that influence consumer choices • identify and present findings about different strategies that can be used to help make informed, personal consumer and financial choices.
Mathematics		
Number and Algebra	Measurement and Space	Statistics and Probability
<p>Students:</p> <ul style="list-style-type: none"> • use mathematical modelling to solve practical problems • use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers. 	<p>Students:</p> <ul style="list-style-type: none"> • use grid coordinates to locate and move positions. • estimate, construct and measure angles in degrees. 	<p>Not assessed this term</p>
Health and Physical Education		Languages – Japanese
Physical Education - Mr Rose	Health - Teacher	Mrs McDonald
<p>Water Polo</p> <p>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.</p> <p>They will also learn:</p> <p>Entries and exits: Safely enter and exit shallow water using methods suitable for the water location.</p> <p>Buoyancy: Manoeuvre the body from one floating position to another.</p> <p>Water safety knowledge: 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>Emotional Interactions</p> <p>In this unit, students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.</p>	<p>In this unit, students will explore the concept of play and its universality across cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss group play activities • plan and demonstrate group games • translate game rules • reflect on cultural values expressed through game play
Technologies	The Arts	
Digital Technologies – Mr Jake	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi
<p>In this unit students are developing and modifying digital solutions using design criteria for coding a maze game.</p> <p>Using Scratch and Canva, they will:</p> <ul style="list-style-type: none"> - Design algorithms involving branching and iteration code - Implement these as a visual maze game for a user to control - Access multiple personal accounts using unique passphrases - Select and use digital tools effectively to generate, collaborate and share projects 	<p>In Music, students will:</p> <ul style="list-style-type: none"> • continue to develop their performance skills through singing a variety of songs, on the ukulele using chords and plucking scales and melodies. • learn to read tablature notation • practise bucket drumming skills. Students continue to explore call response phrasing and composition. 	<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.