

English	Science	HASS
<p>Engaging with Classic and Contemporary Literature</p> <p>Reading and Viewing</p> <p>Students engage with a variety of traditional narratives and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors. Texts include short stories, poems, songs and dramatic performances.</p> <p>Speaking and Listening</p> <p>Students interact with others (eg teacher, group, peer) to explore how literary devices including figurative language and visual features are used to create meaning and effect.</p> <p>Writing and Creating</p> <p>Students create their own anthology of poems.</p>	<p>Life on Earth</p> <p>Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p>	<p>Australia's Global Connections</p> <p>In this unit, students investigate <i>What are Australia's global connections between people and places?</i>. They:</p> <ul style="list-style-type: none"> • identify how Australia's connections with other countries change people • recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places • develop appropriate questions to frame an investigation • locate and collect useful information from sources • organise and represent data in a range of formats • interpret data to identify patterns and trends, and to infer relationships • identify different points of view and solutions to an issue • reflect on their learning to propose action in response to an issue or challenge • present ideas, findings, viewpoints and conclusions in a range of communication forms.
Mathematics		
<p>Number and Algebra</p> <p>Students:</p> <ul style="list-style-type: none"> • order common fractions, giving reasons, and add and subtract fractions with related denominators • use all 4 operations with decimals and connect decimal representations of measurements to the metric system • solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages. 	<p>Measurement and Space</p> <p>Students:</p> <ul style="list-style-type: none"> • identify the parallel cross-section for right prisms • create tessellating patterns using combinations of transformations 	<p>Statistics and Probability</p> <p>Not assessed this term</p>
Health and Physical Education		Languages – Japanese
<p>Physical Education - Mr Rose</p> <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>Health - Teacher</p> <p>Transitioning</p> <p>In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p>	<p>Mrs McDonald</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	
<p>Digital Technologies – Mr Jake</p> <p>In digital technologies students develop and modify digital solutions, define problems and evaluate solutions within the context of coding self-driving emergency response vehicles.</p> <p>They will explore the social, technical and sustainable factors and limitations of EScratch and Edison robots in simulation of the future of self-driving cars.</p> <p>They will:</p> <ul style="list-style-type: none"> • design algorithms implementing them as coding blocks to navigate the streets of Annerley safely and efficiently • access different digital systems and describe their features and usefulness to communicate, collaborate and process information • process data (directions) and represent them as code • select and use appropriate digital tools effectively to plan, create, locate and share content • identify their digital footprint and recognise its permanence 	<p>Specialist Music – Mrs Hodgson</p> <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>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.