

English	Science	HASS		
Constructing a Persuasive Response	What’s the matter?	Exploring places near and far		
<p>Reading and Viewing Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. Students also read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience.</p> <p>Speaking and Listening Students engage in shared and independent learning experiences to create persuasive responses. They use language of evaluation and emotion, such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.</p> <p>Writing and Creating Students engage in shared and independent writing and/or learning experiences to explore persuasive features of a persuasive response.</p>	Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat energy affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions.	<p>How and why are places similar and different? Students:</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• partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations• extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers.• represent unit fractions and their multiples in different ways• use mathematical modelling to solve practical problems involving twos, fives and tens multiplication facts• make estimates and determine the reasonableness of calculations	<p>Measurement and Space</p> <ul style="list-style-type: none">• make, compare and classify objects using key features• estimate, compare and measure length, mass and capacity of objects.	<p>Statistics and Probability Not assessed this term</p>		
Physical Education – Specialist	Health	Languages – Japanese		
Mr Rose	Teacher	Mrs McDonald		
<p>Having a ball! Within the context of basketball, students demonstrate their understanding of movement strategies (drills and small game play), fair play and inclusion, and explain how they promote physical activity.</p>	<p>Feeling safe 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>What makes a good team? Students use language to explore the concept of teamwork through group activities. They explore and compare a variety of traditional toys and games as well as those played on sports days in Japan and reflect on language and culture associated with respect and teamwork in games.</p>		
Technologies	The Arts			
Design Technologies – Mr Christy	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Miss Susi	Drama – Mr Hyde	
<p>Designing for Healthy and Sustainable Living In Design and Technologies, students investigate how technologies support food and fibre production, including how tools, materials and systems improve processes on farms. They explore food preparation techniques used in different cultures and design a healthy lunch item that supports both nutrition and sustainability. Students define a design problem based on user needs, generate and develop design ideas, and communicate their thinking using annotated drawings and design steps. They evaluate their lunch design against criteria for health, cultural relevance, and environmental impact.</p>	<p>This semester students study the recorder. Students learn to read simple songs on the staff and learn note names, note values and time signatures. Students create and respond to their own compositions on recorder, notating and performing these to the class. Students also sing a varied repertoire of songs and rounds and develop drumming skills, creating and performing using scored music.</p>	<p>In Visual Arts students will students explore a wide range of portraiture from The 2025 Archibald Awards . They create a self-portrait using a variety of drawing techniques and materials.</p>	<p>In drama students use elements of drama such as voice, imagination, spatial awareness and movement to create and/or perform stories and dramatic situations. These situations may be improvised or devised and communicate ideas, perspectives and meaning. They perform in informal settings. Students describe elements of drama in the drama they create, observe and experience. They describe where, why or how drama is created across cultures and communities.</p>	