

English	Science	HASS
<b>Persuading Others</b> <b>Reading and Viewing</b> Students engage with a variety of texts that provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work. Students, read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning. Through texts, students examine point of view, positioning and influence in text, and how they affect interpretation and response from the audience. <b>Speaking and Listening and Writing</b> Students create spoken and written persuasive responses about facilities/services/activities the school community would benefit from. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace.	<b>Now You See It</b> Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.	<b>Communities in colonial Australia (1800s)</b> <b>How have individuals and groups in the colonial past contributed to the development of Australia?</b> <ul style="list-style-type: none"><li>examine key events related to the development of British colonies in Australia after 1800</li><li>identify the economic, political and social reasons for colonial developments in Australia after 1800</li><li>investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment</li><li>locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia</li><li>present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community</li><li>identify different viewpoints about the significance of individuals and groups in shaping the colonies</li><li>sequence significant events and developments that occurred during the development of colonial Australia using timelines.</li></ul>
Mathematics		
<b>Number and Algebra</b> Students: <ul style="list-style-type: none"><li>order and represent, add and subtract fractions</li><li>represent common percentages and connect them to their fraction and decimal equivalents check the reasonableness of their calculations using estimation.</li><li>use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation.</li><li>demonstrate proficiency with multiplication</li></ul>	<b>Measurement and Space</b> Students: <ul style="list-style-type: none"><li>choose and use appropriate metric units to measure the attributes of length, mass and capacity</li><li>choose and use appropriate metric units to measure perimeter and area</li><li>connect objects to their nets</li><li>estimate, measure and construct angles to degree</li></ul>	<b>Statistics and Probability</b> Not assessed this term
Physical Education – Specialist	Health	Languages – Japanese
<b>Mr Rose</b>	<b>Teacher</b>	<b>Mrs McDonald</b>
<b>Touch Football</b> Students: <ul style="list-style-type: none"><li>use movement concepts and strategies to perform a range of sequences during drills and games</li><li>working with a partner to coordinate movements.</li><li>understand and follow rules in a game. •</li><li>discuss and actively show the concept of fair play and including others.</li></ul>	<b>Feeling safe</b> 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.	<b>Family</b> Students use language to communicate ideas relating to the concept of family and identity. They introduce themselves as well as other family members and identify language and behaviours that reflect relationships and values in Japanese society.
Technologies	The Arts	
<b>Design Technologies – Mr Christy</b>	<b>Specialist Music – Mrs Hodgson</b>	<b>Specialist Visual Arts – Miss Susi</b>
<b>Farm Technologies and Sustainable Systems</b> Students investigate how technologies are used to improve food and fibre production in managed environments. They explore modern farming tools, systems, and automated machines — such as robots that water crops, detect ripeness, or transport harvested produce. Students consider the environmental impacts of these technologies and how they help meet present and future needs. They work collaboratively to design and communicate a prototype or simulation that models a farm system using automation or sensor-based control. In the final lessons, students explore sustainable food preparation techniques across cultures and investigate how healthy eating habits are supported by food guides and technology.	This semester students study Ukulele. They learn about popular music song structures and chord progressions as well as learning to pluck riffs and melodies using Tablature notation. They compose and notate short riffs and chord progressions responding to songs from a variety of music styles. Students also explore bucket drumming and create scores to play with popular songs.	Students experiment with a wide variety of clay making techniques and create their own detailed clay sculpture. They explore a wide range of sculptural artworks created by First Nations artists.