

English		Science		HASS	
Responding to Imaginative Texts		Hot Stuff		Exploring Places Near and Far	
Reading and Viewing Through short stories, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Students read, view and comprehend a selected text that describes events that extend over several pages. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. Speaking and Listening Students use interaction skills to contribute to discussions about connections between personal experiences and character experiences in stories they have engaged in. Writing and Creating Students engage in shared and independent writing to create imaginative responses to the text. They use appropriate text structures, paragraphs to group related ideas, and language features to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.		In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements. They will represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.		In this unit, students investigate <i>“How and why are places similar and different?”</i> They: • 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					
Number and Algebra		Measurement and Space		Statistics and Probability	
Students: • order and represent numbers beyond 10 000 • manipulate numbers beyond 10,000 by partitioning and regrouping using understanding of place value • begin to apply their understanding of algorithms to experiment with numbers and recognise patterns • extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5 and 10 multiplication facts		Students: • make, compare and classify objects using key features • estimate, compare and measure length, mass and capacity of objects.		Students: • use games to develop an understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events • use chance experiments to understand that different outcomes can be the results of random processes.	
Health and Physical Education				Languages – Japanese	
Physical Education - Mr Rose		Health – Classroom Teacher		Mrs McDonald	
Swimming Entries and exits: Safely enter and exit shallow water Buoyancy: Manoeuvre the body from one floating position to another. Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object. Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke. Survival sequence: Perform a continuous survival sequence: scull, float or tread Water, signal for help, float holding a buoyant aid and kick to safety holding the aid. Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety. Water safety knowledge: Describe actions to help keep themselves safe and healthy in, on and around water.		Protective Behaviours As part of Day for Daniel, students identify what it feels like to be safe and unsafe. They will identify family, friends and others who they can trust to help them and practise ways to ask for help. Students will understand they have the right to feel safe and to receive help.		What Makes a Great Team? Students will continue using language to explore the concept of teamwork through group activities and games. They will 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.	
Technologies		The Arts			
Design Technologies – Mr Christy		Specialist Music – Mrs Hodgson		Specialist Visual Arts – Ms Susi	
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.		This semester students continue to 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; improvising, notating and performing to the class. Students also sing a varied repertoire of songs and rounds and develop drumming skills, creating and performing using scored music.		In Visual Arts 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.	
				Drama – Mr Hyde	
				Students continue to explore drama that they experience at home, school or through family and community events. They use elements of drama such as role, situation, language, place, movement, character, relationships, voice and time to explore and present drama. Students improvise and devise drama situations in small ensembles through play-building activities. Students will perform/share drama in informal settings such as classroom presentations.	