

English	Science	HASS	
<p>Examining Imaginative Texts</p> <p>Reading and Viewing Students read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books and chapter books. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.</p> <p>Speaking and Listening Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.</p> <p>Writing and Creating Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models.</p>	<p>Is it living?</p> <p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things.</p> <p>Assessment Task – Investigating living things Students group living things based on observable features and distinguish them from non-living things.</p>	<p>Our unique communities <i>How do people contribute to their unique communities?</i></p> <ul style="list-style-type: none"> identify individuals, events and aspects of the past that have significance in the present identify and describe aspects of their community that have changed and remained the same over time identify a point of view about the importance of different celebrations and commemorations to different groups sequence information about events and the lives of individuals in chronological order communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. <p>Assessment Task – Research Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.</p>	
Mathematics			
<p>Number and Algebra</p> <p>Students manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value. They develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practise.</p>	<p>Measurement and Space</p> <p>Students explore maps and determine key features of familiar spaces and use these when creating spatial representations.</p>	<p>Statistics and Probability</p> <p>Students undertake a statistical investigation that is meaningful, allowing decision-making about the use and representation of data and communicate their findings.</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p>Mr Rose</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>Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object.</p> <p>Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke.</p> <p>Survival sequence: Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid.</p> <p>Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety.</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>Classroom Teacher</p> <p>Good friends Students explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p>	<p>Mrs McDonald</p> <p>How We Celebrate In this unit, students use language to explore the concept of celebrations and make connections with own experiences. Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about seasonal celebrations in Japan use a range of language to discuss and describe a variety of celebrations compare celebrations in different countries analyse and understand the systems of language relating to script recognition and Japanese sentence structure participate in intercultural experiences and reflect on how participation in certain celebrations shape's identity. 	
Technologies	The Arts		
<p>Mr Christy</p> <p>Digital Technologies This semester, students will demonstrate knowledge and understanding of digital systems and apply skills gained when using a desktop computer, including identifying the different features of a computer, using different Microsoft Office programs, demonstrating the safe use of the Internet and explaining the risks involved with using personal data online. They will collect and manipulate data to create information and describe how a familiar information system is used. Students will examine the advanced features in the coding program Scratch Desktop and use the knowledge gained to create a simple computer game. Assessment of activities will be ongoing throughout the semester.</p>	<p>Specialist Music – Mrs Hodgson</p> <p>In this unit, students will continue to learn songs to develop their in-tune singing voices. They will develop their understanding of staff notation, focusing on the notes BAGE as they learn the recorder. They will endeavor to cover the holes to form notes, learn to gently blow to produce a nice tone, as well as learn to articulate (tonguing). They will read, write and perform repertoire containing the rhythmic values semibreve, minim, crotchet, quaver, semiquaver and respective rests and solfa (d m s and l). Students will respond to music they make and hear.</p>	<p>Specialist Visual Arts – Teacher</p> <p>Enchanted New Worlds Focus Artist – Rivika Merchant (Asia Pacific triennial artist) Students will</p> <ul style="list-style-type: none"> explore the artworks of Rivika Merchant explore the idea of future worlds which are environmentally sustainable create an artwork focusing on a future new world, that is environmentally sustainable as inspired by the works of Rivika Merchant utilise mediums including crayon, paint, pen and collage elements. include the creation of hybrid creatures that can live in the new world provide a written response detailing why their new world is sustainable (what elements make it sustainable, what features their hybrid creatures have that enable them to survive in this new world). 	<p>Specialist Dance – Mr Hyde</p> <p>In Dance students will collaborate to create dances using dance elements, demonstrating control, accuracy, focus, projection and rhythm.</p>