

English	Science	HASS
<p>Responding to Literary Text</p> <p>Students read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information</p>	<p>Here today, gone tomorrow</p> <p>In this unit, students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity.</p> <p>Assessment Task- Investigating soil erosion Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>	<p>People and the environment (Part 1)</p> <p>Students investigate the inquiry question: <i>How do people and environments influence one another?</i></p> <ul style="list-style-type: none"> draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of terra nullius. analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people
Mathematics		
<p>Number and Algebra</p> <p>Students:</p> <ul style="list-style-type: none"> use the properties of odd and even numbers choose rounding and estimation strategies to determine whether results of calculations are reasonable 	<p>Measurement and Space</p> <p>Students:</p> <ul style="list-style-type: none"> recognise and create line and rotational symmetry using materials and digital software create and interpret grid reference systems and directions to locate and describe positions and pathways 	<p>Statistics and Probability</p> <p>Students:</p> <ul style="list-style-type: none"> develop and use surveys to obtain data that is directly relevant to statistical investigations
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>Life Education</p> <p>Students:</p> <ul style="list-style-type: none"> explore the concept of identity introduced by examining what and who influences personal and cultural identity as well as how a person's values are developed and how they impact decision-making. explore developmental changes and transitions that occur as they grow older. investigate strategies available to assist them with the transition, identifying characteristics of healthy and unhealthy relationships and explores managing emotions. 	<p>Mrs McDonald</p> <ul style="list-style-type: none"> How we celebrate - <p>In this unit, students use language to explore the concept of celebrations and make connections with own experiences.</p> <p>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 <ul style="list-style-type: none"> 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</p> <p>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>Stepping up with recorder-In this unit, students will continue to practise their in-tune singing and aural skills. They will identify known rhythmic and melodic elements in music that they make and hear. They read, write and perform with simple time rhythms and solfa (d r m s l). Students will be introduced to compound time and will compare compound and simple time songs. They will continue to develop their recorder playing skills and will respond to music that they hear.</p>	<p>Specialist Visual Arts – Miss Susi</p> <p>Enchanted New Worlds: Focus Artist – Rivika Merchant (Asia Pacific triennial artist)</p> <p>Students will</p> <ul style="list-style-type: none"> Explore the artworks of Rivika Merchant – her New World series. Explore the idea of future worlds which are environmentally sustainable and <p>Creating: Students will create an artwork focusing on a future new world, that is environmentally sustainable inspired by the works of Rivika Merchant.</p> <ul style="list-style-type: none"> Students will utilise mediums including crayon, paint, pen and collage elements. include the creation of hybrid creatures that can live in the new world. include elements that align with sustainability and provide specific details of their world. <p>Responding: Students will 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>