

English	Science		HASS	
Informative Texts <i>“Are We There Yet?”</i> Reading and Viewing Students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas. The range of texts, comprising writing by Australian, First Nations Australian, and wide-ranging world authors supports and extends independence in reading. Students explore how texts such as factual descriptions, information reports, procedures and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning. Speaking and Listening Students interact with others to share information from texts. Writing and Creating Students use these texts as models to create their own report to present information about a place to a tourist.	Earth Sciences Students explore the properties of soils, rocks and minerals by observing features such as texture, colour and size. They use simple tables and graphic organisers to record and compare their findings. Students investigate how soils and rocks are part of both the natural and built environment, and learn about everyday uses of minerals, such as in jewellery, pencils and food. They are also introduced to how Aboriginal and Torres Strait Islander peoples use rocks and minerals in sustainable and meaningful ways. Through hands-on investigations, students ask questions, make predictions and explore how soil types can affect plant growth. They share their ideas, compare results with others and use scientific vocabulary to communicate their learning through posters, diagrams and simple maps.		Our unique communities <i>How do people contribute to their unique communities?</i> <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. 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.	
Mathematics				
Number and Algebra Students: <ul style="list-style-type: none"> make estimates and determine the reasonableness of calculations 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. use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. To represent unit fractions and their multiples in different ways 		Measurement and Space Not assessed this unit.	Statistics and Probability Not assessed this unit.	
Physical Education – Specialist	Health		Languages – Japanese	
Mr Massey Make your marks, get set, play Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.	Classroom Teacher 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.		Mrs McDonald Amazing Places: Students will explore the geography of Japan in comparison to Australia, discuss different regions and cities in Japan and describe favourite places in their own community using a variety of simple sentences. Students will: <ul style="list-style-type: none"> engage with a range of texts about different places around Japan explore the geography of Japan in comparison to Australia use a range of language to describe various places in their community analyse and understand the systems of language relating to script recognition and Japanese sentence structure participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community. 	
Digital Technologies	The Arts			
Mr Christy Digital Technologies Students will explore how digital systems work by identifying hardware, software and peripheral devices and learning how files are created, saved and managed on desktop computers. They will practise safe, responsible and ethical behaviours when using digital systems, including recognising personal information that should be protected and understanding safe online practices. Students will collect class data, organise it into categories and represent it using tables, pictographs and simple charts, explaining patterns they observe. They will design and follow simple algorithms using sequencing and branching, and use Scratch to create a small digital solution such as a quiz, maze or interactive project. Students will test and modify their digital solutions to improve how they function.	Specialist Music – Mrs Hodgson 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 endeavour 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.	Specialist Visual Arts – Teacher Carnival of Colours The students will explore and respond to artworks by Joan Miro and Paul Klee developing their understanding of how artists use colour, line, shape and pattern to communicate ideas. Through a range of experimental art activities students will investigate visual conventions and explain ideas and processes used in their own and others artwork. They will create individual artworks for our school fete as well as a resolved artwork inspired by these artists for a school art exhibition in late Term 2.	Specialist Dance – Mr Hyde In Dance students will collaborate to create dances using dance elements, demonstrating control, accuracy, focus, projection and rhythm.	