

English	Science	HASS
<p><b>Information Texts</b></p> <p><b>Reading and Viewing</b> Students engage with a variety of texts including informative texts of increasing complexity and technicality. Texts by Australian, including First Nations Australian, and world authors should extend students as independent readers. Texts may be about topics of interest or topics being studied in other learning areas. They include text-specific language features, varied sentence structures and some unfamiliar vocabulary.</p> <p>Students explore how characteristic features of texts and the specific organisation of language serve the purpose of texts.</p> <p><b>Speaking and Listening</b> Students interact with others (eg teacher, group, peer) to discuss how language features, such as technical vocabulary, objective language and quotes, shape meaning</p> <p><b>Writing and Creating</b> Students use texts as models to create a report.</p>	<p><b>Earth Sciences</b></p> <p>Students observe how local water sources change over time, such as in evaporating puddles, faster flowing creeks after rainfall or rising and falling dam or tank water levels. They learn how scientists use rainfall and water usage data to explain changes in water flow and availability over time.</p> <p>Students develop understanding of water cycle processes through everyday examples, experiments, constructing maps of local water sources and rainfall graphs, and engaging with models, games and/or digital simulations of interactions between system components. They learn scientific ways of describing patterns and relationships, including how water cycles through the environment, for identified audiences and purposes and using appropriate scientific vocabulary and digital tools.</p> <p>Students consider the importance of saving and recycling water and share ideas about how individuals and communities can take action to reduce water consumption and waste.</p>	<p><b>Early exploration and settlement (continued from Term 1)</b> <i>What were the short- and long-term effects of European settlement?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>analyse the experiences of contact between Australia’s First Peoples and the effects these interactions had on people and the environment</li> <li>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</li> <li>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</li> <li>examine the purpose of laws and distinguish between rules and laws</li> <li>explore the diversity of different groups in their local community</li> <li>consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul> <p><b>Assessment Task – Portfolio</b> Students explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person’s identity.</p>
Mathematics		
<p><b>Number and Algebra</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>represent tenths as decimals and as fractions on a number line</li> <li>use the properties of odd and even numbers, choose rounding and estimation strategies to determine reasonableness and use proficiency with addition and multiplication facts to add, subtract, multiply and divide</li> <li>use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation</li> </ul>	<p><b>Measurement and Space</b></p> <p>Students convert between units of time when solving duration problems</p>	<p><b>Statistics and Probability</b></p> <p>Not assessed this term.</p>
Physical Education – Specialist	Health	Languages – Japanese
<p><b>Mr Massey</b></p> <p><b>Make your marks, get set, play</b></p> <p>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.</p>	<p><b>Teacher</b></p> <p>Through Dolly’s Dream workshops, 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.</p>	<p><b>Mrs McDonald</b></p> <p><b>How we celebrate</b> 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"> <li>engage with a range of texts about seasonal celebrations in Japan</li> <li>use a range of language to discuss and describe a variety of celebrations</li> <li>compare celebrations in different countries</li> <li>analyse and understand the systems of language relating to script recognition and Japanese sentence structure</li> <li>participate in intercultural experiences and reflect on how participation in certain celebrations shape’s identity.</li> </ul>
Digital Technologies	The Arts	
<p><b>Mr Christy</b></p> <p>This semester, 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.</p>	<p><b>Specialist Music – Mrs Hodgson</b></p> <p><b>Stepping up with recorder</b></p> <p>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><b>Specialist Visual Arts – Miss Susi</b></p> <p><b>Carnival of Colours</b></p> <p>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.</p>