

English	Science	HASS
<p>Informative Text – Factual Recount</p> <p>Reading and Viewing Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas. Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included.</p> <p>Speaking and Listening Students participate in discussions about the information texts they have read, using appropriate interaction skills including paraphrasing and asking questions.</p> <p>Writing and Creating Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.</p>	<p>Earth Sciences</p> <p>Students explore changes in local landscapes and investigate how wind, weather, water and/or gravity erode and/or relocate materials, resulting in slow or rapid change that shapes Earth’s surface. They examine how human activities, such as deforestation and urban development, accelerate these changes, and consider impacts on communities.</p> <p>Students describe how collaboration among geologists, hydrologists and farmers has led to scientific advances, such as the development of erosion management techniques. They examine how knowledge of erosion is used to design landscape features that protect fragile environments, such as pathways and barriers in national park environments.</p> <p>Students collect and record fieldwork and experimental data, identifying safety and intercultural considerations for conducting investigations on Country/Place. They record and analyse fieldwork and research data to support predictions of future changes to landscapes and proposals for erosion mitigation strategies, such as those used to combat beach erosion or stabilise road construction sites.</p>	<p>Managing Australian Communities <i>How are people and environments managed in Australian communities?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> examine how Australian communities are affected by the interconnection between people, places and environments investigate the importance of laws and regulations in managing people and environments in Australian communities explore the influence of people on the human characteristics of places, including the organisation of space through zoning recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management investigate environmental challenges such as natural hazards and their effect on Australian communities explore the principles involved in minimising the harmful effects of natural hazards interpret data to evaluate the ways citizens responded to an Australian natural hazard explore the principles involved in minimising the harmful effects of natural hazards interpret data to evaluate the ways citizens responded to an Australian natural hazard propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.
Mathematics		
<p>Number and Algebra Students:</p> <ul style="list-style-type: none"> express natural numbers as products of factors and identify multiples check the reasonableness of their calculations using estimation use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation 	<p>Measurement and Space Students convert between 12- and 24-hour time.</p>	<p>Statistics and Probability Not assessed this term</p>
<p>Physical Education – Specialist Mr Massey</p> <p>Take your marks, get set, play</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>Health Classroom Teacher</p> <p>Students examine the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence. They discuss the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia and racism.</p>	<p>Languages – Japanese Mrs McDonald</p> <p>Personal Spaces: In this unit, students will compare and reflect on similarities and differences between housing in Australia and Japan and explore the concept of personal spaces within their home environment and the target country. Students will:</p> <ul style="list-style-type: none"> engage with language in texts about children’s favourite places to spend time listen to children talk about the places in which they feel comfortable create texts about personal spaces participate in intercultural experiences to notice, compare and reflect on language and culture
Technologies	The Arts	
<p>Mr Christy</p> <p>Digital Technologies Students will build on established digital literacy skills by using desktop and laptop computers to manage files, apply safe and responsible online practices, and protect personal information. Students will collect, organise and interpret data, with a focus on data used in sport, and use digital tools such as spreadsheets to represent and visualise information to identify patterns and trends. They will consider ethical and responsible use of data, including how information is shared and represented. Students will also apply computational thinking skills by using visual programming to create simple coded digital solutions that use data to inform decisions or outcomes.</p>	<p>Specialist Music – Mrs Hodgson</p> <p>Students will be playing in a xylophone ensemble. They will be learning about chord progressions as well as performing melody, harmony and bass lines to create arrangements of a varied repertoire of music genres. They will continue to explore music through movement, games and song.</p>	<p>Specialist Visual Arts – Miss Susi</p> <p>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.</p>