

English	Science	HASS
<p><b>Engaging with and Responding to Informative Texts</b> <i>Madame Tussauds Wax Museum</i></p> <p><b>Reading and Viewing</b></p> <p>Students engage with a variety of informative texts incorporating texts by First Nations Australian, Australian and world authors. These may include reports, reviews, procedures, biographies and autobiographies.</p> <p>Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources.</p> <p><b>Writing</b></p> <p>Students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences to elaborate, extend and explain ideas.</p>	<p><b>Energy and electricity</b></p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production.</p> <p>They identify where scientific understanding and discoveries related to the production and use of electricity have affected people’s lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p> <p><b>Assessment Task – Exploring energy and electricity</b></p> <p>Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p><b>Australians in a diverse world</b></p> <p><b>Australia’s global connections</b></p> <p>In this unit, students will explore the following key inquiry questions:</p> <ul style="list-style-type: none"> <li>• <i>What are Australia's global connections between people and places?</i></li> <li>• <i>How do people's connections to places affect their perception of them?</i></li> </ul> <p>Students conduct an inquiry to answer the question: How does tourism at the Great Barrier Reef affect people and places?</p> <p><b>Making decisions to benefit the community</b></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• investigate a familiar community or regional economics or business issue that may affect the individual or the local community</li> <li>• examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</li> <li>• identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment</li> <li>• recognise the reasons businesses exist and the different ways they provide goods and services</li> <li>• present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>
Mathematics		
<p><b>Number and Algebra</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers</li> <li>• use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices</li> </ul>	<p><b>Measurement and Space</b></p> <p>Students interpret and use timetables.</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>Take 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>Classroom Teacher</b></p> <p>Through Dolly’s Dream workshops, students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others’ relationships and wellbeing.</p>	<p><b>Mrs McDonald</b></p> <p><b>Characters</b></p> <p>Students will explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia. Students will:</p> <ul style="list-style-type: none"> <li>• use Japanese to discuss qualities of people they admire and Japanese characters.</li> <li>• encounter authentic language in a range of spoken and written texts about a variety of imaginary characters</li> <li>• respond to imaginative texts and identify qualities in imaginative characters</li> <li>• understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters</li> <li>• reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts.</li> </ul>
Digital Technologies	The Arts	
<p><b>Mr Christy</b></p> <p><b>Digital Technologies</b></p> <p>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/outcomes.</p>	<p><b>Specialist Music – Mrs Hodgson</b></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><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>