

English	Science	HASS	
<p>Constructing a Persuasive Response</p> <p>Reading and Viewing Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. Students also read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience.</p> <p>Speaking and Listening Students engage in shared and independent learning experiences to create persuasive responses. They use language of evaluation and emotion, such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic specific and precise vocabulary.</p> <p>Writing and Creating Students engage in shared and independent writing and/or learning experiences to explore persuasive features of a persuasive response.</p>	<p>Living Things</p> <p>Students classify and compare living and non-living things. They explore and use the characteristics of living things to recognise that classifications are not always easy to define or apply, for example: fire appears to have some characteristics in common with living things, but is non-living.</p> <p>Students examine if all plants and animals grow and change in the same way by investigating different life cycles of plants and animals. They use digital photographs, concrete materials and drawings to represent plant and animal life stages, including metamorphic and non-metamorphic life cycles of animals, and scientific vocabulary to discuss how plants and animals change during their life stages.</p> <p>Students explore how understanding the life cycles of living things can help us create environments that support species like insects, frogs and other animals.</p>	<p>Our unique communities</p> <p>In this unit, students investigate the inquiry question: <i>How do people contribute to their unique communities?</i></p> <p>They:</p> <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. 	
Mathematics			
<p>Number and Algebra</p> <p>Students manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value.</p> <p>They develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practise.</p>	<p>Measurement and Space</p> <p>Students explore maps and determine key features of familiar spaces and use these when creating spatial representations. They identify angles as measures of turn and compare angles to right angles.</p>	<p>Statistics and Probability</p> <p>Students undertake a statistical investigation that is meaningful, allowing decision-making about the use and representation of data and communicate their findings.</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p>Mr Massey</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>Classroom Teacher</p> <p>Good friends</p> <p>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.</p>	<p>Mrs McDonald</p> <p>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.</p> <p>Students will:</p> <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 	
Technologies	The Arts		
<p>Mr Christy</p> <p>Digital Technologies</p> <p>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>Specialist Music – Mrs Hodgson</p> <p>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 read, write and perform repertoire containing rhythmic values. Students will respond to music they make and hear.</p>	<p>Visual Arts – Miss Susi</p> <p>Carnival of Colours</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>	<p>Specialist Dance – Mr Hyde</p> <p>In Dance students will collaborate to create dances using dance elements, demonstrating control, accuracy, focus, projection and rhythm.</p>