

English	Science	HASS
<p>Persuasive Vlog</p> <p>Reading and Viewing Students engage with a range of texts that provide a stimulus for persuasive responses, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work. They also read, view and comprehend texts that support and extend them as independent readers, Through texts, students examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias.</p> <p>Speaking and Listening Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.</p> <p>Writing and Creating Students create spoken and written persuasive responses to issues or dilemmas faced in the local community.</p>	<p>Life and Living</p> <p>Students begin to understand interdependencies in biological systems as they engage with different investigation approaches, including researching, experimental testing and field observation. Students appreciate the role of controlling variables and the value of accuracy in measurements to ensure investigations are repeatable. They develop their ability to plan and conduct safe methods to analyse how a changed variable affects a measurable variable. Students explore how different graph types are used to show relationships, patterns and/or trends in growth and survival over time and use these to make predictions, develop scientific explanations and draw reasoned conclusions. Students use digital tools as appropriate to investigate how changes in physical conditions affect organisms and predict impacts of these changes. They examine the influence of Aboriginal peoples' and Torres Strait Islander peoples' traditional ecological knowledges on the field of restoration ecology.</p>	<p>Australia in a diverse world</p> <p>Students investigate the question: How do places, people and cultures differ across the world?</p> <ul style="list-style-type: none"> • identify how Australia's connections with other countries change people • recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places • develop appropriate questions to frame an investigation • locate and collect useful information from sources • organise and represent data in a range of formats, using appropriate conventions • interpret data to identify patterns and trends, and to infer relationships • identify different points of view and solutions to an issue • reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms.
Mathematics		
<p>Number and Algebra</p> <p>Use integers to represent points on a number line and in the Cartesian plane</p>	<p>Measurement and Space</p> <p>Locate an ordered pair in any one of the 4 quadrants on the Cartesian plane</p>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> • Assign probabilities using common fractions, decimal and percentages • Conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment • Compare observed frequencies to the expected frequencies
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. Buoyancy: Manoeuvre the body from one floating position to another. Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object. Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke. 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. Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety. 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>Teacher</p> <p>Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress.</p>	<p>Mrs McDonald</p> <p>Characters 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"> • use Japanese to discuss qualities of people they admire and Japanese characters. • encounter authentic language in a range of spoken and written texts about a variety of imaginary characters • respond to imaginative texts and identify qualities in imaginative characters • understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters • reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts.
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/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 Colour Students will analyse and respond to artworks by Mark Rothko and Emily Kame Kngwarreye exploring how artists use colour, pattern, line and abstraction to communicate emotion, meaning and ideas. students will experiment with colour mixing, mark making and design choices as they create a detailed abstract artwork inspired by these artists for an art exhibition in late Term 2.</p>

