

English	Science	HASS	
Understanding and Developing Non-Fiction Texts (Procedures)	Mix, make and use	Impacts of technology over time <i>How have changes in technology shaped our daily life?</i>	
<p>Students engage with a variety of non-fiction texts and procedural texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian.</p> <p>Students explore how texts are organised differently and how authors use language features related to purpose.</p> <p>Students use these texts to create a procedure and a short oral presentation to share with an audience.</p>	<p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p> <p><b>Assessment Task – Combining materials for a purpose</b></p> <p>Students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.</p>	<ul style="list-style-type: none"><li>investigate continuity and change in technology used in the home, e.g. in toys or household products</li><li>compare and contrast features of objects from the past and present</li><li>sequence key developments in the use of a particular object in daily life over time</li><li>pose questions about objects from the past and present</li><li>describe ways technology has impacted on peoples’ lives making them different from those of previous generations</li><li>use information gathered for an investigation to develop a narrative about the past.</li></ul> <p><b>Assessment Task – Research</b></p> <p>Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people’s lives over time.</p>	
Mathematics			
Number and Algebra	Measurement and Space	Statistics and Probability	
order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations	locate and identify positions of features in two-dimensional representations and move position by following directions and pathways	use a range of methods to collect, record, represent and interpret categorical data in response to questions	
Health and Physical Education – Specialist	Health: Respectful Relationships Program – Specialist & Classroom Teacher	Languages – Japanese	
Mr Rose	Mr Jake and Classroom Teacher	Mrs McDonald	
<p><b>Entries and exits:</b> Safely enter and exit shallow water using methods suitable for the water location.</p> <p><b>Buoyancy:</b> Manoeuvre the body from one floating position to another.</p> <p><b>Submergence:</b> Submerge the body completely in waist-deep water, eyes open and recover an object.</p> <p><b>Swimming for survival:</b> Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke.</p> <p><b>Survival sequence:</b> 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><b>Rescue and lifesaving:</b> Be rescued by grasping a rigid or non-rigid aid and being pulled to safety.</p> <p><b>Water safety knowledge:</b> 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><b>Topic 1: Personal and Social Awareness</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>define and understand age-appropriate responsibilities</li><li>identify and discuss tasks they can do now that they are older</li><li>identify how they can take responsibility for their body and keep their body safe.</li></ul> <p><b>Topic 2: Respectful Interactions</b></p> <p>Students will:</p> <ul style="list-style-type: none"><li>explain why gender should not determine or limit activities, achievements and interactions with others</li><li>practise challenging unfair gendered labels.</li></ul>	<p>In this unit, students use language to engage with simple traditional Japanese stories. Students will:</p> <ul style="list-style-type: none"><li>listen to and view traditional stories in written forms.</li><li>express preferences for scenes, storylines and or styles</li><li>translate and interpret genre-specific texts</li><li>analyse and understand the systems of language relating to script recognition and structure of texts</li><li>participate in intercultural experiences to notice and compare the language and culture relating to traditional stories.</li></ul>	
Technologies	The Arts		
Digital Technologies – Mr Jake	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi	Specialist Dance – Mr Hyde
<p><b>Materials and technologies specialisations</b></p> <p>In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.</p> <p>Students apply processes and production skills, in:</p> <ul style="list-style-type: none"><li>investigating materials, technologies for shaping and joining, and how designs meet people’s needs</li><li>generating and refining design ideas</li><li>producing a puppet that meets the design brief</li><li>evaluating their design and production processes</li><li>collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project</li></ul>	<p>In Music, students will:</p> <ul style="list-style-type: none"><li>develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes</li><li>sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</li><li>respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.</li></ul>	<p>In this unit, students create new stories in artworks by collaging characters, objects and landscapes about the sky, the stars and space.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>explore the visual language of storytelling in artworks by a range of artists, including Aboriginal peoples and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks</li><li>experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues</li><li>display artworks and share ideas about narrative elements and visual language choices they made in their artworks</li><li>describe and interpret narrative elements in artworks.</li></ul>	<p>In Dance, students will use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</p>