

English		Science		HASS	
Imaginative Response - Friendship Narrative		Spinning Earth		Our unique communities <i>How do people contribute to their unique communities?</i>	
Students engage with a variety of texts including picture books, print, digital texts and chapter books that support and extend their developing independence as readers. These texts include the literature of Australian, First Nations Australian and world authors and describe extended events with some unusual happenings within a framework of familiar experiences. Students explore how authors use language and illustrations to portray characters, settings and mood. Students use these texts as models when they create their own imaginative adaptation to a text.		Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. Assessment Task – Investigating the sun, Earth and us Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.		<ul style="list-style-type: none">identify individuals, events and aspects of the past that have significance in the presentidentify and describe aspects of their community that have changed and remained the same over timeidentify a point of view about the importance of different celebrations and commemorations to different groupssequence information about events and the lives of individuals in chronological ordercommunicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. Assessment Task – Research Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.	
Mathematics					
Number and Algebra <ul style="list-style-type: none">partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculationsextend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbersmake estimates and determine the reasonableness of financial and other calculationsfind unknown values in number sentences involving addition and subtraction.		Measurement and Space Not assessed this term		Statistics and Probability <ul style="list-style-type: none">use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoningconduct repeated chance experiments and discuss variation in results	
Health and Physical Education – Specialist		Health: Respectful Relationships Program – Specialist & Classroom Teacher		Languages – Japanese	
Mr Rose		Mr Jake and Classroom Teacher		Mrs McDonald	
Swimming 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.		Topic 1: Personal and Social Awareness Students will: <ul style="list-style-type: none">understand the concepts assigned sex, gender, and gender stereotypesunderstand how aspects of culture, history and social expectations influence choices and behaviours of genders.		In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will: <ul style="list-style-type: none">engage with a range of texts about school experiences in Japanuse a range of language to discuss school experiencesanalyse and understand the systems of language relating to script recognitionparticipate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.	
Technologies		The Arts			
Digital Technologies – Mr Jake		Specialist Music – Mrs Hodgson	Specialist Visual Arts – Ms Susi	Specialist Dance – Mr Hyde/Mr Jake	
In this unit, students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They: <ul style="list-style-type: none">identify and explore a range of digital systems and their use to meet needs at home, in school and in the local communitydevelop technical skills in using a visual programming language to create a digital solutiondescribe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming languageexplain how their solutions and existing information systems, such as learning software, meet personal, school and community needsdevelop skills in computational and systems thinking when solving simple problems and creating solutions.		<ul style="list-style-type: none">develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songspractise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of piecescreate, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volumeidentify intended purposes and meanings as they listen to music using the elements of music to make comparisons	In Visual Art, students will explore visual art that depicts the sky and space. They will focus on creating a sunset/sunrise artwork. <ul style="list-style-type: none">explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to sky.experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships — warm/cool; application of materials — harsh/gentle)compare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.	In Dance, students will collaborate to make dances and perform with control, accuracy, projection and focus.	