

English	Science	HASS	
<p><b>Reporting on Topics of Interest</b></p> <p>Students engage with a variety of texts including informative texts of increasing complexity and technicality. Texts by Australian, including First Nations Australian, and world authors should extend students as independent readers.</p> <p>Texts may be about topics of interest or topics being studied in other learning areas. They include text-specific language features, varied sentence structures and some unfamiliar vocabulary.</p> <p>Students explore how characteristic features of texts and the specific organisation of language serve the purpose of texts.</p> <p>Students use texts as models to create an information report.</p>	<p><b>Ready, set, grow!</b></p> <p>Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students identify when science is used to understand the effect of their own and others' actions. Students identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions.</p> <p><b>Assessment Task – Mapping life cycles and relationships</b> Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p><b>Early exploration and settlement (continued from Term 1)</b> <i>What were the short- and long-term effects of European settlement?</i></p> <p>Students:</p> <ul style="list-style-type: none"> <li>analyse the experiences of contact between Australia's First Peoples and the effects these interactions had on people and the environment</li> <li>make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia</li> <li>investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people</li> <li>examine the purpose of laws and distinguish between rules and laws</li> <li>explore the diversity of different groups in their local community</li> <li>consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul> <p><b>Assessment Task – Portfolio</b> Students explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity.</p>	
Mathematics			
<p><b>Number and Algebra</b></p> <p>Students use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation.</p>	<p><b>Measurement and Space</b></p> <p>Students convert between units of time when solving problems involving duration</p>	<p><b>Statistics and Probability</b></p> <p>Students create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data</p> <p>They use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p>Mr Rose</p> <p><b>Athletics</b></p> <p>Students demonstrate fundamental movement skills performing running, jumping and throwing in an athletics context. They perform movement sequences that are the foundation for running events, shot put, high jump and long jump.</p>	<p>Teacher</p> <p><b>Feeling safe</b></p> <p>Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p>	<p>Mrs McDonald</p> <p>Continued from Term 1. In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of texts about school experiences in Japan</li> <li>use a range of language to discuss school experiences</li> <li>analyse and understand the systems of language relating to script recognition</li> <li>participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.</li> </ul>	
Technologies	The Arts		
<p><b>Digital Technologies – Mr Jake</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community</li> <li>develop technical skills in using a visual programming language to create a digital solution</li> <li>describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language</li> <li>explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs</li> <li>develop skills in computational and systems thinking when solving simple problems and creating solutions.</li> </ul>	<p><b>Specialist Music – Mrs Hodgson</b></p> <p>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise 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 pieces create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons</p>	<p><b>Specialist Visual Arts – Teacher</b></p> <p>In Art, students will explore visual art that depicts the sky and space. They will focus on creating a sunset/sunrise artwork.</p> <p>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.</p>	<p><b>Specialist Dance – Mr Jake</b></p> <p>Students use the elements of dance to structure dance sequences that demonstrate fundamental movement skills to represent ideas.</p>