

English	Science	HASS	
<p>Creating Information Reports</p> <p>Reading and Viewing Students engage with a variety of informative texts with content of increasing complexity and technicality about topics of interest or topics being studied in other learning areas. The range of texts, comprising writing by Australian, First Nations Australian, and wide-ranging world authors supports and extends independence in reading.</p> <p>Students explore how texts such as factual descriptions, information reports and explanations are typically structured and presented relevant to purpose. Students examine how language features and images extend meaning.</p> <p>Speaking and Listening They interact in small groups to discuss how language and images are used.</p> <p>Writing and Creating Students use texts as models to create their own report to present to an audience.</p>	<p>Is it living?</p> <p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things.</p> <p>Assessment Task – Investigating living things Students group living things based on observable features and distinguish them from non-living things.</p>	<p>Our unique communities (Continued from Term 1) <i>How do people contribute to their unique communities?</i></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. <p>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.</p>	
Mathematics			
<p>Number and Algebra</p> <p>Students represent and order numbers beyond 10 000.</p>	<p>Measurement and Space</p> <p>Students estimate, compare and measure the duration of events using formal units of time.</p>	<p>Statistics and Probability</p> <p>Students undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings.</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p>Mr Rose</p> <p>Athletics</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>Feeling safe</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"> engage with a range of texts about school experiences in Japan use a range of language to discuss school experiences analyse and understand the systems of language relating to script recognition participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences. 	
Technologies	The Arts		
<p>Digital Technologies – Mr Jake</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"> identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community develop technical skills in using a visual programming language to create a digital solution describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs develop skills in computational and systems thinking when solving simple problems and creating solutions. 	<p>Specialist Music – Mrs Hodgson</p> <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 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>Specialist Visual Arts – Teacher</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> <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. 	<p>Specialist Dance – Mr Hyde</p> <p>Students use the elements of dance to structure dance sequences that demonstrate fundamental movement skills to represent ideas.</p>