



### ENGLISH

#### Responding to and creating an imaginative text

In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions.



### MUSIC/DRAMA

#### Pantomime

The students will be rehearsing and performing pantomimes.

Pantomime Performance times:

**Monday 11 Sept.**

**PD:** 9:50 – 10:30

**PC:** 10:30 – 11:10

**Tuesday 12 Sept.**

**PA/1:** 1:40 – 2:20

**PB:** 2:20 – 3:00

Mrs Myatt - [kmyat3@eq.edu.au](mailto:kmyat3@eq.edu.au)

### MATHEMATICS

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:

**Using units of measurement** - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events.

**Number and place value** - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole.

**Patterns and algebra** - identify, copy, continue and describe growth patterns, describe equal quantities.

**Data representation and interpretation** - identify questions, answer yes/no questions, use data displays to answer simple questions.

### TECHNOLOGIES – Design

#### Unit – Handy Helpers (Part A) Everyday Digital Systems and Data Representations

Students will recognise and explore digital systems and their purpose. They will collect, sort and organise data which they share in a digital space.

Mrs Woodward - [hbjoh0@eq.edu.au](mailto:hbjoh0@eq.edu.au)

### SCIENCE

#### Weather Watch

In this unit students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols.

Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.

### HPE - (Health & Physical Education)

#### Health: Emotions

In this unit, students identify and describe different emotions people experience. They explore and practise ways to interact with others in a variety of settings.

#### P.E. Good Sportsmanship

This term, students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.

Students develop personal and social skills to include others in active games.

Understand different ways of feeling after participating in active games.

Mrs Coetzer – [lecoe0@eq.edu.au](mailto:lecoe0@eq.edu.au)

### HASS - (Humanities & Social Sciences)

#### My special places

In this unit, students will explore the following inquiry question:

*What are places like and what makes them special?*

Learning opportunities support students to:

Draw on studies at the personal scale, including places where they live or other places that are familiar to them.

Understand that a place has features and a boundary that can be represented on maps or globes.

Recognise that what makes a place special is dependent on how people view the place or use the place.

Observe and represent the location and features of places using pictorial maps and models.

Examine sources to identify ways that people care for special places.

Describe special places and the reasons they are special to people.

reflect on learning to suggest ways they could contribute to the caring of a special place.

