



### ENGLISH

#### Unit – Information Reports – Australian

##### Animals

Students will examine information texts with a clear structure using notetaking to make and present simple information reports. They will then prepare and present a snapshot report on an Australian animal of their choice to an audience of their peers.

**SPELLING** - Students will cover Sound Waves Units 11– 20.

**READING** - Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension. Home reading is an important part of their reading program and will continue throughout the year.

**SIGHT WORDS** - Students will continue to learn their sight words or vocabulary to assist with their reading fluency.

### TECHNOLOGIES – Digital

#### Unit – Handy Helpers (Part C)

Students will explore how digital and information systems are used for particular purposes in daily life. They will collect and sort familiar data and use digital systems to present the data. Students will also describe and represent a sequence of steps and decisions (algorithms) to solve simple problems.

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### MATHEMATICS

Through the proficiency strands understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

**Number and place value** - recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.

**Fractions and decimals** - represent halves, quarters and eighths of shapes, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.

**Money and financial mathematics** - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes.

**Patterns and algebra** - identify the three counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.

**Using units of measurement** - identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.

**Shape** - recognise and name familiar two-dimensional shapes, describe the features of two-dimensional shapes, draw two-dimensional shapes and describe the features of familiar three-dimensional objects.

**Location and transformation** - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.

### SCIENCE

#### Unit – Good to Grow

Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives.

Students conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas

### MUSIC

#### Unit - Elements & Principals within Music:

Students will continue to build on aural skills by singing and playing instruments with accurate pitch, rhythm and expression. They will describe and discuss similarities and differences between music they listen to, compose and perform. Students will discuss how they and others use the elements of music in performance and composition.

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### HASS – (Humanities & Social Sciences)

#### Unit – Present connections to places

##### Inquiry question:

How have changes in technology shaped our daily life?

Students will investigate continuity and change in technology used in the home, compare and contrast features of objects from the past and present, sequence key developments in the use of a particular object in daily life over time, pose questions about objects from the past and present, describe ways technology has impacted on peoples' lives making them different from those of previous generations, use information gathered for an investigation to develop a narrative about the past.

### HPE - (Health & Physical Education)

#### Health:

Students identify the cultures of people living in Australia and how different cultures share their cultural beliefs and celebrations from person to person.

#### Physical Education:

Students will be participating in an athletics program. Students will perform fundamental skills in a variety of movement sequences and situations. They will create and participate in games with and without equipment.

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Health – Mr Mottram – [bmott8@eq.edu.au](mailto:bmott8@eq.edu.au)