



ENGLISH

Unit – Analysing and creating persuasive texts (Persuasive written response)

Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.



SPELLING - Students will cover Soundwaves units 1–10.

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 to assist with their reading fluency. Once the advanced sight words are learned, home practice is no longer required.

MATHEMATICS

Students develop understandings of:

- Number and place value — count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts
- Using units of measurement — tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres
- Chance — conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments
- Data representation and interpretation — collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations.

SCIENCE

Unit – Is it living?

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.

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. Students use scientific language and representations to communicate their observations, ideas and findings.



HASS (Humanities & Social Sciences)

Unit – Our Unique Communities

Inquiry question:

How do people contribute to their unique communities?

In this unit, students:

- 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
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- 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.

TECHNOLOGIES – Digital

Unit – What digital systems do you use?

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.

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MUSIC

Unit – Rhythms, Notation and Performance

Students describe and discuss similarities and differences between music they listen to, compose and perform. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.

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HPE (Health & Physical Education)

Unit – Good Friends

Students explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.

Unit – Swimming

Students practise and refine fundamental movement skills to perform various aquatic skills and the recognised strokes of freestyle, backstroke and breaststroke in multiple swimming sequences. They examine the benefits of being healthy and physically active, and how they relate to swimming.

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