



ENGLISH

Unit – Examining and analysing fantasy texts

Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. Students create an informative text for purpose and audience.

SPELLING - Students will cover Sound Waves 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.

Question-Answer Relationships



QAR
The KSS Approach

MUSIC

Unit – Aural, written recognition & responding through performing

Students will describe and discuss similarities and differences between music they listen to, compose and perform.

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience.

Mrs Myatt – kmyat3@eq.edu.au

MATHEMATICS

Students develop understandings of:

- **Number and place value** — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems, make generalisations.
- **Fractions and decimals** — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator.
- **Using units of measurement** — investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.
- **Chance** - identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game.
- **Data representation and interpretation** - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data

SCIENCE

Unit – Survival in the environment

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

Mrs. McIntosh – rlmci0@eq.edu.au



LOTE – GERMAN

Unit – What's in a name?

In this unit, students explore the concept of names, the meanings they hold and their background in German-speaking countries and Australia. Students use language to communicate ideas relating to personal names and personal identity.

Frau McDonald – rmcd046@eq.edu.au

HPE (Health & Physical Education)

Unit – Emotional Interactions

Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.

Unit – Life Saving/Swimming

Junior lifesaver — Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios

Mr Mottram – bmott8@eq.edu.au

HASS (Humanities & Social Sciences)

Unit – Communities in Colonial Australia

In this unit, students:

- examine key events related to the development of British colonies in Australia after 1800
- identify the economic, political and social reasons for colonial developments in Australia after 1800
- investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia
- present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community
- identify different viewpoints about the significance of individuals and groups in shaping the colonies
- sequence significant events and developments that occurred during the development of colonial Australia using timelines.

Ms. O'Sullivan - txosu4@eq.edu.au

