



### ENGLISH

#### Unit - Exploring character and setting in texts

In this unit students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.

#### Examining imaginative texts

In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.

**SPELLING** - Students will cover Soundwaves units.

**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.

### MATHEMATICS

Students develop understandings of:

#### **Number**

- recognise and represent unit fractions and multiples in different ways, communicating solutions within a modelling context
- develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practise
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context

#### **Space**

- determine key features of objects and spaces including angles, and use these when building models and spatial representations
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems

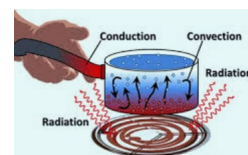
#### **Measurement**

- use metric units to measure and compare objects
- become increasingly aware of the usefulness of mathematics to model situations and solve practical problems
- recognise the relationship between dollars and cents and learn to represent money values in different ways

### SCIENCE

#### Hot stuff

In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will describe how they can use science investigations to respond to questions. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements. They will represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.



### HASS (Humanities & Social Sciences)

#### Exploring places near and far

Inquiry question: *How and why are places similar and different?*

In this unit, students:

- identify connections between people and the characteristics of places
- describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places
- interpret data to identify and describe simple distributions and draw simple conclusions
- record and represent data in different formats, including labelled maps using basic cartographic conventions
- describe the importance of making decisions democratically and propose individual action in response to a democratic issue
- explain the role of rules in their community and share their views on an issue related to rulemaking
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

### TECHNOLOGIES

This Semester, students will evaluate the arcade games they have created. They will design and create an arcade environment for their games. Students will evaluate their game room design.

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



### AUSLAN

This term in Auslan, Karalee students will be learning and revising several topics of interest. The topics covered will be food, animals, emotions, sports, the Olympic Games, weather and Auslan finger spelling. The year 5 and year 6 students will complete their Auslan assessment over a 3-week period.

Finger spelling the letters of the alphabet, number counting, manners, greetings and signed Auslan conversations will all continue to be revised. These basic Auslan skills will continue to be developed through whole class discussions together, movement, games and song.

Mrs Knight – [bkng83@eq.edu.au](mailto:bkng83@eq.edu.au)

### MUSIC

Students will be continuing to respond to, "**Music from Around the World**". They will be discussing how music (singing, dancing & instruments) differ & why.

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### HPE (Health & Physical Education)

#### Health: Healthy futures

In this unit, students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.

#### PE: Movement - Football Frenzy

In this unit students will learn to apply strategies for working cooperatively and apply rules fairly. They refine striking the ball, running with the ball, and 1v1 skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in small sided games.

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