



### ENGLISH v9

#### Exploring Imaginative Texts:

#### Sharing ideas and responding to imaginative texts

Students explore how authors use language and illustrations to portray characters, settings and mood. Students use these texts as models when they create their own imaginative adaptation of a text and discuss their ideas.



**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. Reading at home is an important part of their reading program and will be encouraged throughout the year.

**VOCABULARY** - Students will individually identify any unknown words that they are unable to read or understand and locate their meaning using a dictionary.

### MATHEMATICS v9

Students develop understandings of:

#### Number

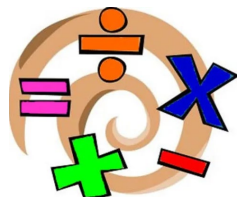
- manipulate numbers to 9 999 using understanding of place value in the base-10 number system including partitioning and regrouping

#### Space

- determine key features of familiar spaces and use these when creating spatial representations (maps)

#### Statistics

- undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings
- recognise that mathematics has conventions and language enabling the unambiguous communication of ideas and results



### 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.



### ARTS - DRAMA

#### Unit Title: “Magpie Tales: Learning to Soar”

This unit introduces students to the fundamentals of drama through the story *Mad Magpie* by Gregg Dreise. Using play building techniques, students explore character, setting, and plot while developing confidence in performance. The unit fosters creativity, collaboration, and emotional expression as students step into the world of Guluu, a magpie learning resilience in the face of bullying. Students will engage in **drama-based storytelling**, using movement, voice, and improvisation to explore key moments in the book. By the end of the unit, they will create and perform a short play that expands upon *Mad Magpie*, imagining what happens after the story ends, imagining what happens after the story ends. The unit is designed to support **social-emotional learning** by helping students explore emotions, conflict resolution, and self-expression through drama.

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### MUSIC

Students will be exploring, demonstrating; communicating through singing and playing. Students will be using written and visual stimulus with the following:

- Rhythmic and Melodic Ostinatos
- Staff notations and symbolisms in Treble Clef
- Solfa
- Rhythmic patterns
- Form



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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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### HASS (Humanities & Social Sciences)

#### Unit – Our Unique Communities

**Inquiry question:** How do people contribute to their unique communities?

- 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