



### ENGLISH

#### Unit – Expression Opinions

##### **Unit description:**

Students engage with a range of imaginative and informative texts that contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts.

Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry.

Through texts, students explore how information is presented in different types of texts to suit their purpose and audience and explore how persuasive language is used to express opinions about texts and topics.

Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.

### TECHNOLOGIES – Digital

This Semester, students will use software, such as Microsoft Office, to show growing patterns and collect and display data using shapes and symbols to make meaning. They will create a multimedia presentation about themselves using Microsoft PowerPoint, including pictures and sound. Student will use the 'Scratch' program to follow steps to create a code for the beginning and middle of a simple story and create their own code for the ending.

### MATHEMATICS

Students develop understandings of:  
Number

- partition collections, shapes and objects into equal parts (halves, quarters and eighths) and build a sense of fractions as a measure, connecting this to measures of turn and representations of time
- use mathematical modelling to solve practical problems involving authentic situations by representing problems with physical and virtual materials, diagrams, and using different calculation strategies to find solutions
- recognise that mathematics can be used to investigate things students are curious about, to solve practical problems and model everyday situations, describing thinking and reasoning using familiar mathematical language

Space

- describe spatial relationships such as the relative position of objects represented within a two-dimensional space
- use uniform units to measure, compare and discuss the attributes of shapes

Measurement

use uniform units to measure, compare and discuss the attributes of shapes and objects based on length, capacity and mass

### 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.

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.

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### SCIENCE

#### Unit – Toy Factory (Push-Pull)

In this unit, students will understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.

### HASS (Humanities & Social Sciences)

#### Unit – Impacts of Technology Over Time

##### **Inquiry question:**

- *How have changes in technology shaped our daily life?*

\*investigate continuity and change in technology used in the home, e.g. in toys or household products

\*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.

### MUSIC

#### Unit - Elements & Principals within Music

Students will be introduced to group compositions focusing on melodic line changes. Students will explore timbre of instruments & suitability of choice within compositions.

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### HPE (Health & Physical Education)

##### **Health**

In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

**PE** Students will learn skills to perform a sequence of movements to music (dance). Students demonstrate fundamental movement skills with a variety of balls and test alternatives to solve movement challenges or strike their targets.

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