



ENGLISH

Constructing a persuasive response

Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas.

Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience.

Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion, such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.

Home reading is an important part of the 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

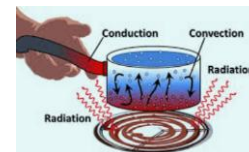
Measurement

- 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.

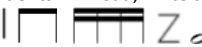
TECHNOLOGIES

Marble Run Engineers

This unit challenges students to investigate how engineering principles and material properties influence the design of a functional marble run. Using the design process, students will identify design criteria, generate and communicate ideas, safely produce and test a prototype, and refine their design based on evaluation. Students will make their marble runs using recycled materials. Please start saving your paper towel rolls, toilet rolls and small cardboard boxes for us. We will let you know when we need you to send them in.

MUSIC

This term in Music, students will read, write and perform

using known rhythms  (ta, titi, rest, tika-tika & ta-a). They will also begin to explore music in different time signatures (metre). They will sing and play a range of repertoire using the do pentatonic scale and continue developing their ability to represent pitch using both stick and staff notation. This term students will also be introduced to the Treble staff and absolute letter names and begin learning simple songs on the recorder. ||

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HPE (Health & Physical Education)

Health: Healthy futures

Healthy Futures Students explore sustainable practices and how they can help the environment at home, school, and in the classroom.

PE: Movement - Football Frenzy

Football Frenzy Students refine ball-striking, running with the ball, and 1v1 skills. Focus on teamwork, fair play, and solving movement challenges in games.

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