



ENGLISH

Students engage with a range of texts that provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own **vlog**.

Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias and influence an audience.

Spelling - Students will cover Soundwaves units 20-29

Reading - Students will learn and consolidate strategies used to decode texts alongside strategies used for comprehension.

THE ARTS

Unit 3: Frame by Frame: Bringing Stories to Life with Stop Motion.

This unit introduces students to the art of **stop-motion animation**, allowing them to create short films that tell engaging stories. They will explore media production techniques, camera work, and editing while developing teamwork, problem-solving, and storytelling skills.

*Understanding animation principles (e.g., persistence of vision, frame rates)

Planning and designing a stop-motion animation project

*Using digital tools to film, edit, and refine animations

*Presenting and evaluating their final projects

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MATHEMATICS

Number

*solve practical addition and subtraction problems involving fractions with related denominators

*use mathematical modelling to solve financial and other practical problems

*solve arithmetic problems involving all 4 operations with decimals

Space

*develop a range of written and digital means for representing objects and three dimensional spaces in two dimensions.

*compare the parallel cross-sections of objects and recognise relationships to right prisms

Measurement

*apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle

*begin to formally use deductive reasoning in spatial contexts involving lines and angles

*convert between common metric units of length, mass and capacity

MUSIC

This term in music, students will investigate how the elements of music are used in film to create meaning and enhance storytelling. They explore how composers manipulate elements such as tempo, pitch, dynamics, rhythm, timbre and texture, alongside compositional devices including motifs and ostinatos, to communicate ideas, perspectives, and emotion. Students will draw upon these understandings

to compose original music/soundscapes to accompany a specific scene or character, making purposeful decisions to convey mood, atmosphere, and narrative intent.

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SCIENCE

Energy and Electricity

In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

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HPE (Health & Physical Education)

Health What Am I Drinking?

Students investigate drink products like soft drinks, energy drinks, and juice. Focus on health effects and healthier alternative



P.E. 'All Codes' Football

Continuing to develop AFL-related skills and strategic gameplay in teams.

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HASS (Humanities & Social Sciences)

Australia's global connections

In this unit, students will explore the following key inquiry question:

**What are Australia's global connections between people and places?*

**How do people's connections to places affect their perception of them?*

Learning opportunities support students to:

*identify how Australia's connections with other countries change people and places

*recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places

*develop appropriate questions to frame an investigation

*locate and collect useful information from primary and secondary sources

*organise and represent data in a range of formats, using appropriate conventions

*interpret data to identify patterns and trends, and to infer relationships

*identify different points of view and solutions to an issue

*reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal

*present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms

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