

ENGLISH	<p>Constructing a persuasive response</p> <p>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.</p> <p>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.</p> <p>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.</p>
MATHS	<p>As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:</p> <ul style="list-style-type: none"> • become increasingly aware of the usefulness of mathematics to model situations and solve practical problems in everyday situations • communicate solutions within a modelling context by recognising and representing unit fractions and multiples in different ways • learn to formulate, choose and use calculation strategies, communicating their solutions in a modelling context • build fluency from understanding by extending and applying 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 practice • use manipulatives to determine key features of objects and spaces including angles, and use these when building models and spatial representations • identify everyday situations when using metric units to measure and compare objects.
SCIENCE	<p>Hot stuff</p> <p>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.</p>
HASS	<p>Exploring places near and far</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • 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
HEALTH	<p>Making Healthy Choices</p> <p>In this unit, the students identify strategies to keep healthy and improve fitness. They explore the Australian guide to healthy eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.</p>
HPE	<p>Having a ball!</p> <p>In this unit, students refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games.</p>
THE ARTS	<p>Celebrating dance</p> <p>In this unit students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> • improvise and structure movement ideas for dance sequences suitable for celebrations using the elements of dance and choreographic devices • practise technical skills safely in fundamental movements • perform dances using expressive skills to communicate ideas about celebrations and commemorations
HOMEWORK	<p>Homework tasks will be aligned with the key learning areas of maths and literacy and are designed to consolidate concepts learnt each week. Homework is due each Friday.</p>
EVENTS	<p>16th July Amaroo Excursion 21st July NAIDOC Week Parade Week 5 Science Week Week 6 Book Week 25th Aug Year 3 parade item 3rd Sept Father's Day Stall 5th Sept Pupil Free Day Week 9 Parent Teacher Interviews</p>