

ENGLISH	Examining imaginative texts Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning. Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models. Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.
MATHS	Number, Algebra, Space, Statistics As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: • recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies. • manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system. • develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practise. • explore maps and determine key features of familiar spaces and use these when creating spatial representations. • undertake a statistical investigation that is meaningful, allowing decision-making about the use and representation of data and communicate findings
SCIENCE	Chemical Sciences Students plan and conduct investigations into changes of state, including melting and freezing. They compare and record observations of properties before and after a change of state, using digital tools, as appropriate. Students investigate how changes of state involve the removal or addition of heat energy. They classify materials as solids or liquids based on their properties and explore substances that are semi-solid, for example: jelly. Students investigate practical uses for changes of state, including how changes from solid to liquid and liquid to solid support sustainable use of materials. They use provided frameworks and graphic organisers to plan what to change, what to keep the same and what to measure to keep investigations fair and safe. Students compare their findings with those of others, explain how they keep investigations fair and identify further questions for exploration. They draw conclusions based on experimental findings and use scientific vocabulary to describe properties and behaviours of solids and liquids.
HASS	Our unique communities In this unit students: • 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. • identify a point of view about the importance of different celebrations and commemorations to different groups. • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions. • sequence information about events and the lives of individuals in chronological order. • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.
HEALTH	Netiquette + Online Protocols In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.
HPE	Let Me Entertain You (Juggling Skills) In this unit, students perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.
THE ARTS	Music - Let's celebrate, let's remember In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. Drama - Country Place In this unit, students explore connection to Country/Place through Dreaming stories and using Before Time stories as stimulus.
TECHNOLOGY	Digital Technology: NAPLAN Focus For the first six weeks in this learning area, students will focus on the digital skills necessary for completing the various NAPLAN activities scheduled for week 7. After week 7, students will commence the Design and Technologies unit for Year 3. Design and Technologies - What's for lunch? In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. They will explore how people in different times developed food and fibre technologies to meet human needs.

HOMEWORK	Homework tasks will be aligned with the key learning areas of maths and literacy and are designed to consolidate concepts learnt each week. This term there is also a focus on preparing students for NAPLAN style questions. Homework is due on Fridays.	
EVENTS	12.02	Parent Meet & Greet
	13.02	Welcome BBQ & Badge Presentation Ceremony
	26.02	School Photos
	11.03	NAPLAN Commences
	26.03	Interhouse Cross Country
	27.03	Toowoomba Show Holiday
	30.03	Parent Teacher Interviews this week