

ENGLISH	Exploring Language to Express Opinions 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.
MATHS	As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they: - 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	Investigating Soils, Rocks and Minerals In this unit, students investigate a range of soils and rocks as key components of the built and natural environment. They explore everyday uses of minerals such as in gemstones in jewellery, graphite in pencils and table salt in food. They engage with Aboriginal peoples' and Torres Strait Islander peoples' knowledge and use of rock and mineral types, such as for tools and pigments. Students explore the use of scientific explanations to meet needs or to solve problems, such as examining different plant soil requirements and exploring vocabulary used to describe soils. They pose questions to investigate patterns and relationships, such as the relationship between soil features and plant growth, and make predictions based on observations. Students use tables and graphic organisers to organise and compare data and information about the properties of soils, rocks and minerals, including texture, colour, grain or crystal size. They compare their findings with those of others and draw conclusions about their findings. They use scientific vocabulary to communicate ideas about science, society and Earth resources in posters, diagrams and/or pictorial maps.
HASS	Exploring Places Near and Far 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	What Digital Systems Do You Use? In this unit, students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. They will: - identify and explore a range of digital systems and their use to meet needs at home, in school, and in the local community, and use a range of peripheral devices to transmit data. - define simple problems and identify needs. - develop technical skills in using a visual programming language to create a digital solution. - describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a digital programming language. - implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game. - explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs. - develop skills in computational and systems thinking when solving simple problems and creating solutions.
HEALTH	Making Healthy Choices 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.
HPE	Superstars Criss Cross In this context, students will practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping.
THE ARTS	Musical Characters and Action In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. They will also be learning songs by "The Two-Wheel Time Machine" to prepare them for the concert at the end of Term 3. Visual Arts The children will be exploring the elements and principles of art using different media. They will develop skills and create artworks that demonstrate techniques learnt in class.
HOMEWORK	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.
EVENTS	24th July NAIDOC Week Parade Week 5 Science Week Week 6 Book Week 3rd Sept Father's Day Stall 4th Sept Pupil Free Day Week 9 Parent Teacher Interviews 14th Sept Music Viva