



Teacher: Rebecca Stephenson

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Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

18 Feb Parent Information Night 5.00 pm (Hall)
1 April – Last day of Term
2 April – Good Friday Holiday

Breakfast Club 8.00 am every Tuesday – donations of bread or spreads greatly appreciated

Specialist Lessons to remember

P.E.
Music

Library borrowing -

Home Reader Folders are due back Fridays

Parades

Week 1 Wednesday 1.40 pm (Whole School)
Week 2 Monday 1.40 pm (P - 2)
Week 4 Monday 1.40 pm (Whole School)
Week 5 Monday 1.40 pm (P - 2)
Week 7 Monday 1.40 pm (Whole School)
Week 8 Monday 1.40 pm (P - 2)
Week 10 Monday 1.40 pm (Whole School)

Curriculum focus – what we will be working on in class this term

| | Content | Assessment |
|---------|---|---|
| English | <p>In this unit, students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p> <p>During reading lessons, students will focus on reading texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They will monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They will identify literal and implied meaning, main ideas and supporting detail.</p> | <p>Students will compare characters in two versions of the same story and express a preference for a character.</p> <p>They will provide details about characters using coordinating conjunctions to make comparative statements.</p> <p>Students will make conscious choices of vocabulary including evaluative language to describe characters to explain a preference using examples from the texts.</p> |
| Maths | <p>Number and place value Students will learn to count collections using the twos, fives and tens counting sequences. Students will practice solving simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.</p> <p>Chance and data Students will collect, record and display data, and describe outcomes of data investigations.</p> | <p>Counting and calculating to and from 1000 Students will complete an assessment task which requires them to count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p>Collecting and representing data Students collect, organise and represent data to make simple inferences.</p> |

| | Content | Assessment |
|--|--|---|
| Science | Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. | Students will identify that certain resources have different uses. They will describe examples of where science is used in people's daily lives and use informal measurements to make observations. Students will represent observations and communicate ideas. |
| HASS (Humanities and Social Sciences) | Students will explore the following inquiry question: How are people connected to their place and other places? The students will describe a person, site and/or event of significance in the local community and explain why places are important to people. They will recognise that the world is divided into geographic divisions and that places can be described at different scales. | The students will explore the location and significant features of places and consider how people are connected to these and why they should be preserved. |
| The Arts | Visual Arts. In this unit, students will explore how changes in facial features, style and form communicate emotion in portraiture. | Students will create self-portraits to communicate emotion. They will display artworks and share ideas about emotive visual language choices they made in their artworks and describe and interpret emotion in self-portraiture. |
| Technology | Students will explore and use a range of digital systems including peripheral devices. In this unit students will learn and apply digital technology knowledge and skills through guided play and tasks integrated into other subject areas. | Students will identify common digital systems and explain the purposes of familiar digital systems. They will also represent data in different ways. |
| Health | My classroom is healthy, safe and fun. Students will investigate the concept of what health is and which foods and activities make them healthy. They will explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students will also identify the actions that they can apply to keep themselves and others healthy and safe in their classroom. | The assessment task requires students to describe actions and to select and apply strategies that will keep themselves and others healthy and safe within a classroom setting. |
| P.E | Unit: Playing with Balls Students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices. | Students will be assessed on their ability to perform the following: hitting a target using a rolling ball; a chest pass and catch; pat bouncing large balls and application of rules, demonstrating fair play. |
| Music | This term students in this class will build on their knowledge of basic rhythms and performing new rhythms. They will also learn how to play the glockenspiel. | Students can identify and perform rhythms and play the glockenspiel using good technique, melodic and rhythmic accuracy. |