



Teacher: Mrs Amanda Hatzioannou

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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.

### Specialist Lessons to remember

**Homework** is given on Monday of each week and is due on Friday of each week.

**Library** is Thursday at 9:30am.

Please bring a library bag to take home a book.

**Assembly** Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.

**P.E** is Wednesday at 8:30am.

**Music** is Wednesday at 9:00am.

**Japanese** is Thursday at 8:30am.

Due to our specialist lessons commencing at 8:30am, it is important that students are at school every day by 8:20am.

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

	<b>Content</b>	<b>Assessment</b>
English	<p>This term, students will be analysing and creating Persuasive Texts, such as letters. They will learn to:</p> <ul style="list-style-type: none"><li>• Understand the audience and purpose of a text.</li><li>• Understand how evaluative language can persuade an audience.</li><li>• Understand how to comprehend a text.</li></ul> <p>During the second part of the term, students will be investigating characters &amp; examining imaginative texts around the theme of Friendship.</p>	<p>Students will write a persuasive letter to the Principal representing their point of view on a subject. They will comprehend literal and implied meanings in a text and identify and explain the author's use of language.</p> <p>Students will write an imaginative narrative on a familiar theme of 'friendship' that develops characters.</p>
Maths	<p>Students will study numbers to 10 000, and investigate number sequences. They will look at odd and even numbers and represent and solve 2-digit addition problems.</p> <p>Students will study time to five minute intervals, use calendars and measure length in metres.</p> <p>Students will interpret, collect and represent data.</p>	<p>In Number, students will apply place value to represent, model and order 3 digit numbers. They solve 2-digit addition and subtraction number problems.</p> <p>In Statistics and Probability, students conduct an experiment, record outcomes and interpret data.</p>
Science	<p><b>Is it living?</b></p> <p>Students will learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They will justify their decisions. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>They will use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students will identify and use safe practices to make scientific observations and record data about living and non-living things.</p>	<p>Students will group living things based on observable features and distinguish them from non-living things.</p> <p>Students will use scientific language and representations to communicate their observations, ideas and findings.</p>

	<b>Content</b>	<b>Assessment</b>
HASS (Humanities and Social Sciences)	<b>Our unique communities</b> - How do people contribute to their unique communities? In this unit, students will identify individuals, events and aspects of the past that have significance in the present and identify and describe aspects of their community that have changed and remained the same over time. Students will explain how and why people participate in and contribute to their communities and identify a point of view about the importance of different celebrations and commemorations to different groups.	Students will gather evidence and display their ability to: <ul style="list-style-type: none"> <li>- describe how significant individuals, events and aspects of the past are remembered today</li> <li>- identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>- explain how and why people participate in and contribute to their communities</li> <li>- pose questions and locate and collect information from sources, including observations to answer questions.</li> </ul>
The Arts <b>Drama.</b>	In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students will explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue. They will use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama.	Students will compile a collection of work throughout the unit that demonstrates their ability to devise, respond to and perform drama about an issue.
Technology <b>Digital Technologies</b>	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 use this knowledge to create a Who Am I? Game using simple coding skills.	What digital systems do you use? Students will demonstrate their knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.
Health	Students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; examine the qualities we look for in a friend; as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will also reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.	The assessment task requires students to recognise strategies for managing change and examine influences that strengthen identity. They will also investigate how emotional responses vary and understand how to interact positively with others in different situations.
P.E	<u>Unit:</u> Having a Ball  Students will learn to perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching, and use them to solve movement challenges. They will also learn to apply strategies for working cooperatively and applying rules fairly.	Students will be assessed on their proficiency when performing shoulder passes and chest passes during movement challenges during Newcombe Ball. Students will be assessed on how well they demonstrate strategies of fair play and working cooperatively.
Music		
Japanese	Students will learn how to introduce themselves using simple, formulaic grammar. They will listen to, compose and comprehend simple self-introductions in Japanese. They will also participate in a variety of cultural activities aligned with the Japanese calendar.	1. Observation record of simple everyday Japanese language used within the classroom.