



Teacher: Anna Megueria

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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.

- 23/04- ANZAC day parade
- 26/04-ANZAC Day
- 30/04-Gala Day 2
- 03/04-Labour Day
- 04/05-District Cross Country
- 14/05-Gala Day 3
- 20/05-Athletics Trials (All day)
- 21/05-Athletics Trials (1.30-2.30pm)
- 28/05-Gala Day (Term 1 make up)
- 04/05-Awesome Autistic Day
- 10&11/06-Senior Athletics Days

**Specialist Lessons to remember**

**Homework** – due on Friday each week.

**Library** - Thursday 10:15am. Please bring a library bag to take home a book.

**Assembly** - alternate Mondays 1:30pm in the hall. Everyone is welcome. Please check weekly update for dates.

**Music** – Monday 8:30am and Wednesday 11.15am

**P.E** - Monday 9.00am.

**LOTE** - Monday 11.45am & 12.15pm

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

	<b>Content</b>	<b>Assessment</b>
English	This semester, students will participate in a unit of work about advertising techniques. In the unit, students will read, view and listen to advertisements in print and digital media. They will develop an understanding of how text features such as figurative language, imagery, modality, repetition and cohesive devices combine to have a persuasive effect on an audience.	Students will demonstrate their understanding of advertising texts' persuasive features by creating a multimodal advertisement to persuade viewers to visit a holiday destination. They will have to identify and explain how the elements they chose would persuade the audience.
Maths	<p>Number and place value - identify, describe and continue square and triangular number patterns, make generalisations about the relationship between square and triangular numbers, explore numbers below zero, position integers on a number line and select and apply mental and written strategies to solve problems involving multiplication and division with whole numbers.</p> <p>Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one digit whole numbers as well as locate, order and compare fractions with related denominators and locate them on a number line.</p> <p>Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids and make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</p> <p>Using units of measurement - make connections between volume and capacity.</p> <p>Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.</p>	Students will complete written assessments and investigations in each of the strands taught. Teachers will also monitor student learning through observations and consultations. In Number, students will locate and represent integers on a number line. Students will complete a task asking them to write and apply the correct use of brackets and order of operations in number sentences. They will demonstrate their knowledge of angles by solving problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.

	<b>Content</b>	<b>Assessment</b>
Science	In this unit students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions.	Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.
HASS (Humanities and Social Sciences)	In this unit students will investigate the following questions: * Who were the people who came to Australia? Why did they come? * What contributions have significant individuals and groups made to the development of Australian society? Students will learn to locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated. They will investigate the contributions of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society.	Students will conduct an historical inquiry to investigate the experiences of a migrant and contributions of the migrant and their group to the development of Australia. Students will pose questions to frame the inquiry, identify and locate relevant sources, locate information related to inquiry questions and sequence significant events in the life of a migrant on a timeline. Students write an historical narrative describing the experiences of a migrant and their contribution to Australia and locate and record information to use in a paragraph comparing the experiences of two migrants.
The Arts	In this unit students will explore video styling concepts and production processes from ideation to creation. This unit is in conjunction with the English unit this term.	Students will create a video using iMovie. They will incorporate movie making technique and transitions that enhance their movie by following production processes from ideation to creation.
Technology	<b>Design Technologies - Hands Off Engineering principles and systems.</b> Students will investigate how electrical energy can control movement, sound or light in a designed product or system.	Students design a solution to an environment's security need and make an electrical device that is part of the solution.
Health	In this unit, students will investigate how physical activity creates opportunities for different groups to work together. They will identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.	Students will create a physical activity for a group of six students following guidelines around ensuring every student can participate safely. It may or may not be based on a game or activity they already know how to play.
P.E	Students will participate in a unit on Athletics. They will develop skills in throwing a shot put and discus with correct technique. Students will develop long and high jump ability by performing various drills to improve run up, take-off and landing. They will learn basic field event rules and procedures, in preparation for sports day trials and competition. Students will participate in drills to develop sprinting technique leading up to performance of the 100 and 200m sprint during trials and sports day competition.	Students refine and further develop the fundamental movement skills of running, jumping and throwing and apply more complex movement patterns and technique sequences in the athletics events: sprinting, high jump and shot put.
Music	This term students will be learning how to write their own song lyrics. They will also be singing and revising their skills when reading music.	Students write their own graduation song lyrics, identify notes when they are reading music and develop their singing skills.