



Teacher: Carol Hams

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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.

- Fri 23 April – School Anzac Service
- Thurs 6 May – Mother’s Day Stall
- Wed 12 May – Music – Band and Strings Excursion
- Thurs 20 May – Athletics Trials
- Friday 21 May – Athletics Trials
- Thursday 10 June – Senior Athletics Day
- Friday 11 June – Senior Athletics Day
- Wed 26 May – School Photo’s
- Wed 23 June- Semester 1 Report Cards

### Specialist Lessons to remember

- Library** borrowing is Thursday at 10:00am 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.
- Music** is Wednesday 11:15am
- P.E** is Thursday 9:30 am
- Japanese** is Wednesday 8:30 am
- R.E** is Friday 9:00am

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

	<b>Content</b>	<b>Assessment</b>
English	<p><b>Traditional Stories:</b> students read and analyse traditional stories from Asia and from Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.</p> <p><b>Poetry:</b> students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>	<p>Students create and present a traditional story which includes a moral for a younger audience using software.</p> <p>Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>
Maths	<p>Students develop understandings of:</p> <p><b>Number and place value</b> — recognise, read and represent five-digit numbers generalisations about the properties of odd and even numbers; make generalisations about adding, subtracting, multiplying and dividing odd and even numbers; recall 3s, 6s and 9s facts; solve multiplication and division problems; use informal recording methods and strategies for calculations; apply mental and written strategies to computation</p> <p><b>Fractions and decimals</b> — revisit and develop understanding of the proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts</p> <p><b>Money and financial mathematics</b> — read and represent money amounts, investigate change, round to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies</p> <p><b>Shape</b> — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams</p> <p><b>Location and transformation</b> — investigate the features on maps and plans; identify the need for legends; investigate the language of location, direction and movement; find locations using turns and everyday directional language; identify cardinal points of a compass; investigate compass directions on maps; investigate the purpose of scale; apply scale to maps and plans; explore mapping conventions, plan and plot routes on maps; explore appropriate units of measurement and calculate distances using scales</p> <p><b>Geometric reasoning</b> — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.</p>	<p>Students undertake a project investigating the distance on maps.</p> <p>Students answer short answer questions recalling multiplication and division facts, interpreting simple maps and classifying angles</p>

	<b>Content</b>	<b>Assessment</b>
Science	<b>Material Use</b> Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.	Students investigate and test natural and processed materials. They then determine the properties that make them useful for different purposes and represent their findings in scientific ways.
HASS	Students will draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were, and continue to be, affected by British colonisation. They will make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia. Students investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people.	Students explain aspects of life before, during and after the European settlement of Australia. They order key events in Australia's history and identify past experiences of people in Australia. Students pose questions and locate information to answer them. They then distinguish between fact and opinion and share points of view, while respecting the views of others.
The Arts	<b>Celebrating Dance</b> improvise and structure movement ideas about animals in the environment for dance sequences using the elements of dance and choreographic devices.	Students respond to, choreograph and perform dance by representing ideas and stories about animals and the environment.
Technology	<b>Digital Technology</b> - Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how we can reduce lunch waste).	Students collect and use available lunch rubbish data and give reasons for representing data in different ways. They evaluate and suggest changes to the information system that would better meet the need or adapt it to a different purpose. Students automate data in a spreadsheet.
Health	<b>Culture in Australia: Positive interactions</b> In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.	Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses.
P.E	<b>Unit: Athletics</b>  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 the fundamental movement skills of running, jumping and throwing and apply movement concepts and technique sequences in the athletics events: sprinting, high jump and shot put
Music	This term students will learn the basics of playing djembe drums. They will also learn how to read music and perform new rhythms.	Students can play the djembe using good technique as well as rhythmic accuracy when performing new rhythms. Students can identify notes they read on the treble clef.
Japanese	Students will continue to master the recognition of the hiragana script whilst studying a unit on Pets and Animals in Japanese. They will also participate in a variety of cultural activities aligned with the Japanese calendar.	1.Fortnightly hiragana recognition testing. 2.Reading comprehension test in hiragana. 3.Listening comprehension test.