



Teacher: 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.

- Fri 30 July - Bravehearts
- Wed 11 August – **EKKA Public Holiday**
- August – **Book Fair**
- Week 7– **Book Week**
- Week 9 – **Colour Run**
- Week 10 – **Science Week**
- Week 10 – **Talent Quest**
- Fri 3 September – **Student Free Day**

Specialist Lessons to remember

- **P.E** is on day Wednesday at **8:30am**
- **Music** is on Wednesday at **9:00am**
- **Japanese** is Thursday at **8:30am**
- **Library borrowing** is on Wednesday (Please bring a library bag).
- **Homework** is taken home each **Monday** and is due back each **Friday**.
- **Please ensure that your child's iPad is at school each day and is fully charged.**

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

	Content	Assessment
English	<p>Students will listen to, view and read a variety of narrative texts to explore the author's use of descriptive language in the construction of characters. Students will create their own narrative texts. This structure will include characters, a setting, a complication (problem) and a resolution.</p> <p>Students will also read, view and discuss imaginative texts, before writing narratives of their own. Students will create a character profile for their imaginative text, after examining other characters. They will learn about the structure of the text, descriptive language choices such as noun groups and types of verbs used in narratives. Students will also learn techniques for presenting their character using images as well as words.</p>	<p>Students will write an imaginative text based on the theme of overcoming a fear. When reading, students will be assessed on their ability to use decoding and comprehension skills when reading and comprehending a variety of texts. They will be asked literal and inferential questions.</p>
Maths	<p>Students will develop understandings of</p> <p>Number and place value — count numbers and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, represent multiplication, identify part-part-whole relationships in multiplication and division situations, add and subtract two -digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, choose appropriate mental strategies to add and subtract.</p> <p>Fractions and decimals — represent and compare fractions of shapes and collections, represent familiar fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths.</p> <p>Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals.</p> <p>Patterns and algebra — identify number patterns to 10 000, continue number patterns, identify pattern rules to find missing elements in patterns.</p>	<p>During the term, students' knowledge of a variety of topics will be assessed in a number of ways. These include:</p> <ul style="list-style-type: none"> • Assignment/Project - Representing multiplication • Short answer questions - Measuring length, mass and capacity using metric units. • Short answer questions - Money • Short answer questions - Patterning and connecting addition and subtraction • Short answer questions - Telling time to the nearest minute • Written - Investigating the relationship between units of time.

	Content	Assessment
Science	In this unit students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas. They will use their experiences to identify questions about heat energy and make predictions about investigations. Students will plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record measurements.	Students will investigate the behaviour of heat to explain everyday observations. They will be given opportunities to describe how science investigations can be used to respond to questions. Students will describe how safety and fairness were considered when conducting these investigations, then use diagrams and other representations to communicate their ideas.
HASS	Students will explore the following inquiry question: How and why are places similar and different? Students will identify individuals, events and aspects of the past that have significance in the present. They will identify and describe aspects of their community that have changed and remained the same over time.	Students will identify, describe and interpret data about Australian places and explain the importance of making decisions democratically. They will also learn the role of rules in the community and actions in responses to an issue. Students will record and represent data in different formats, including labelled maps using basic cartographic conventions. They will reflect on their learning to suggest individual actions in response to an issue or challenge. Students will communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.
The Arts	Dance: In this unit, students will structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. Students will improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices. They will perform dances using expressive skills to communicate ideas linked to the novel studied in English, Kumiko and the Dragon.	Assessment will gather evidence of the student's ability to: *structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood *describe and discuss similarities and differences between dances they make, perform and view *discuss how they and others organise the elements of dance in dances depending upon the purpose.
Technology	Design Technologies: Repurpose It. Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose recycled materials to create a solar oven. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.	Students will apply understanding of the properties of materials and components to repurpose materials into a functioning solar oven. They will describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.
Health	In this unit, students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.	Students will investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting.
P.E	Students will perform various soccer skills such as dribbling, kicking, goal scoring and use them to solve movement challenges. They will apply offensive and defensive strategies to achieve movement outcomes in minor game situations.	Students will be assessed on dribbling using both feet, quickly and accurately around markers and passing using a push pass, demonstrating accuracy to a target correct technique.
Music	This term the students learn how to sing, move and perform to a variety of songs that tell stories. Students will also learn how to play the ukulele.	Students will be assessed on their ability to sing and play the ukulele along with songs that tell a story.
Japanese	What builds a good team? Students use language to explore the concept of teamwork through group activities playing a variety of games in Japanese; comparing types of games and language used in Japan and Australia.	Teacher Q&A style 1;1 interview Collection of work: Part A: Observation of individual interaction and use of the spoken Japanese language when playing a game in a group. Part B: Translation of a simple Japanese text.