



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.

30 October - Day for Daniel

7 Dec – Awards Parade

8 Dec – Report Cards sent home – **email QParents**

8 Dec - Moving Up Afternoon

9 Dec – Last Day of Term

10 and 11 Dec - Student Free Days  
**(THE SCHOOL IS CLOSED).**

**Specialist Lessons to remember**

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

**Library** is Thursday. Please bring a library bag to take home a book.

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

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

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

**Japanese** is Thursday at 9:30.

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

	<b>Content</b>	<b>Assessment</b>
English	<p>Students will listen to, read, view and adapt Australian poems. They will have opportunities to analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning.</p> <p>The reading focus will be on applying the decoding and comprehension strategies they have learned this year to identify and use textual features, language features and vocabulary to make meaning from a range of text types.</p>	<p>Students will write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. They will read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.</p>
Maths	<p><b>Number and place value:</b> This term, students will recall addition and related subtraction number facts, as well as recall multiplication and related division facts. They will also interpret and solve multiplication and division word problems.</p> <p><b>Fractions and decimals:</b> Students will identify, represent and compare familiar unit fractions and solve simple problems involving fractions.</p> <p><b>Measurement and Geometry:</b> Students will represent symmetry, interpret simple maps and plans, as well identify angles as measures of turn and compare angles in everyday situations. Students will make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces.</p> <p><b>Statistics and Probability:</b> Students will explore the language of chance and make predictions based on simple data displays.</p>	<p><b>Number and place value:</b> Students will be required to demonstrate an accurate recall of multiplication facts for single digit numbers.</p> <p><b>Fractions and decimals:</b> They will also need to demonstrate an understanding of unit fractions.</p> <p><b>Measurement and Geometry:</b> Students will be assessed on their ability to work with simple grid maps to show position and pathways. They will need to show an understanding of lines of symmetry, and of shapes that have symmetry. Students will be required to recognise and describe angles in everyday situations. They will need to be able to accurately identify three-dimensional shapes and their features.</p> <p><b>Statistics and Probability:</b> Students will be provided with a task requiring them to make a data collection, interpret the results and answer simple questions about their collection.</p>
Science	<p><b>Melting Moments:</b> Students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life.</p>	<p>Students will conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p>

	<b>Content</b>	<b>Assessment</b>
HASS (Humanities and Social Sciences)	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	On The Cover: In this unit, students explore magazine cover design through representation and characterisation of people in their community, including themselves, and compare the digitisation of magazines on the internet. Students will describe and discuss similarities and differences between media artworks they make and view. They will discuss how and why they and others use images, sound and text to make and present media artworks. Students will collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.	In this topic, students will explore media artworks that inform the making of a new electronic magazine cover that appeals to a target audience. They will respond to magazine covers they make and view by describing and discussing similarities and differences between image, sound, text and the characterisation techniques used. Students will collaborate to plan and design the making of image, sound and text for an electronic magazine. They will experiment with technology and collaborative production processes such as planning using image and text, taking photographs of characterised people, and editing image, sound and text using multimedia software. Students will share an electronic magazine with a digital presentation to an audience.
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 topic, students will examine the benefits to health and wellbeing from physical activity and explore strategies to stay healthy and active. Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. They understand the benefits of being healthy and physically active.	Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. They understand the benefits of being healthy and physically active.  In this unit students will be assessed through observation, consultations and samples of their work.