



Teacher: Mr Darren Johnson, Mrs Lisa Cooper

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**Points of interest**

The first bell rings at 8:25am. School begins at 8:30am. Please ensure students are on time.

Religious Instruction lessons begin Week 2.

- 30 April – District Cross Country
- 5 May – Labour Day Public Holiday
- 19-22 May – Karawatha (Strings/Band)
- 28 May – Regional Cross Country
- 11 June – Semester 1 Music Celebration Concert
- 20 June – Senior Sports Day 1
- 23 June – Senior Sports Day 2
- Senior Sports Back-Up Day
- 25-27 June – Year 4 & 5 Camp Goodenough

**Specialist Lessons to remember**

**Science – Friday 11:55am**  
**The Arts – Tuesday 8:30am**  
**Japanese – Thursday 11:55am**  
**P.E. Monday – 9:00am**  
**R.I. Friday – 9:30am**

**Library** borrowing is Wednesday. 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.

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

	<b>Content</b>	<b>Assessment</b>
English	<p>Students engage with a variety of informative texts about topics of interest and topics being studied in other learning areas. Students read accurately and fluently using strategies to build literal and inferred meaning.</p> <p>Students explore how authors use informative text structures, language features and visual features to create reports about topics that are organised into paragraphs with relevant linked ideas. They use language to express and develop ideas.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend an informative text.</li> <li>• create a written and multimodal informative text for an audience.</li> </ul>
Maths	<p>Students develop understandings of:</p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• explain and use the properties of odd and even numbers</li> <li>• choose and use estimation and rounding to check and explain the reasonableness of calculations including the results of financial transactions</li> <li>• develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder</li> <li>• use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the duration of time including situations involving "am" and "pm" and conversions between units of time.</li> </ul>	<p>Students will complete short answer questions and solve problems:</p> <ul style="list-style-type: none"> <li>• applying addition, subtraction, multiplication and division strategies to solve problems</li> <li>• solve problems using effective strategies and explain the reasonableness of the answer</li> <li>• identify and explain odd and even numbers</li> <li>• use time units to measure durations of time</li> </ul>

	<b>Content</b>	<b>Assessment</b>
HASS	<p><b><u>Early Exploration and Settlement – What were the short- and long-term effects of European Settlement?</u></b></p> <p>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.</p>	<p>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.</p>
Health	<p><b><u>Netiquette and online protocols</u></b></p> <p>Students interpret health messages related to cyber safety and discuss the influences on safe online choices.</p> <p>Students describe the connections and benefits students have within an online community and identify resources available to support their online safety.</p>	<p>Students reflect on young people's use of digital technologies and online communities, and identify resources available locally to support their safety.</p>

