



### Points of interest

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

- Cross Country Training – starts Monday 5<sup>th</sup> Feb
- Cross Country – Tuesday 6<sup>th</sup> March
- Leadership Ceremony – Friday 9<sup>th</sup> Feb
- Breakfast Club – Tuesdays at 8am in the Hall
- NAPLAN – Wednesday 13<sup>th</sup> – Friday 15<sup>th</sup> March
- Harmony Day – Thursday 21<sup>st</sup> March
- Good Friday – 29<sup>th</sup> March

### Specialist Lessons to remember

**Homework** is sent out on Monday each week, and will be due on Fridays.

**The Arts** is on a Thursday at 8:30am.

**Japanese** is on a Tuesday at 11:55am.

**P.E** is on a Thursday at 9:30am (Please wear Sports uniform and bring hat/water bottle).

**Health** is on a Thursday at 10am.

**Library** is on a Friday at 11:40am. Please bring a library bag to borrow books.

**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>This term, students will be analysing and creating Persuasive Texts, such as letters. They will learn to:</p> <ul style="list-style-type: none"> <li>• Understand the audience and purpose of a text.</li> <li>• Understand how evaluative language can persuade an audience.</li> <li>• Understand how to comprehend a text.</li> </ul>	<p>Students will write a persuasive letter representing their point of view on a subject. They will comprehend literal and implied meanings in a text and identify and explain the author's use of language.</p>
Maths	<p>Students manipulate numbers to 9 999 using understanding of place value in the base-10 number system including partitioning and regrouping.</p> <p>They will determine key features of familiar spaces and use these when creating spatial representations (maps).</p> <p>Students will undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings.</p>	<p>In Number, students will apply place value to represent, model and order 3 and 4-digit numbers.</p> <p>In Measurement, students will identify and create a map using positional language.</p> <p>In Statistics, students will conduct a statistical investigation and create, interpret and compare data displays.</p>
Science	<p><b>Is it living?</b></p> <p>Students will learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They will justify their decisions. They also explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>They will use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students will identify and use safe practices to make scientific observations</p>	<p>Students will group living things based on observable features and distinguish them from non-living things.</p> <p>Students will use scientific language and representations to communicate their observations, ideas and findings.</p>

	<b>Content</b>	<b>Assessment</b>
HASS (Humanities and Social Sciences)	<p><b>Our unique communities</b> - How do people contribute to their unique communities?</p> <p>In this unit, students will identify individuals, events and aspects of the past that have significance in the present and identify and describe aspects of their community that have changed and remained the same over time.</p> <p>Students will explain how and why people participate in and contribute to their communities and identify a point of view about the importance of different celebrations and commemorations to different groups.</p>	<p>Students will gather evidence and display their ability to:</p> <ul style="list-style-type: none"> <li>- describe how significant individuals, events and aspects of the past are remembered today</li> <li>- identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>- explain how and why people participate in and contribute to their communities</li> <li>- pose questions and locate and collect information from sources, including observations to answer questions.</li> </ul>
Technology <b>Digital Technologies</b>	<p>In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language.</p> <p>They will use this knowledge to create a Who Am I? Game using simple coding skills.</p>	