Teacher: Carol Hams   **Email:** chams1@eq.edu.au

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 5th Feb
Cross Country – Tuesday 6th March
Leadership Ceremony – Friday 9th Feb
Breakfast Club – Tuesdays at 8am
NAPLAN – Wednesday 13th – Monday 25th March
Harmony Day – Thursday 21st March
Good Friday – 29th March

Specialist Lessons to remember

Homework is due on Monday each week, and will be sent home again on Tuesdays.

Japanese is on a Monday 11:55am
Health is on a Thursday at 8:30am.
P.E is on a Thursday at 10:00am (Please wear Sports uniform).
The Arts is on a Thursday at 1:25pm
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Library is on a Friday at 10:00am. 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

	Content	Assessment
English	This term the students will be Investigating author's language in a familiar narrative by reading Roald Dahl's "The Magic Finger". They will examine and analyse the language features and techniques used by the author. The students will plan, draft and publish the imaginative text having re-read and edited it for meaning and improved the content or structure of the text.	Students create a new chapter of the shared text.
Maths	Students manipulate numbers to 9 999 using understanding of place value in the base-10 number system including partitioning and regrouping. They will determine key features of familiar spaces and use these when creating spatial representations (maps). 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.	In Number, students will apply place value to represent, model and order 3 and 4-digit numbers. In Measurement, students will identify and create a map using positional language. In Statistics, students will conduct a statistical investigation and create, interpret and compare data displays.
Science	**Is it living?** Students will learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They also explore grouping familiar things into living, non-living, once living things and products of living things. 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 and record data about living and non-living things.	Students will group living things based on observable features and distinguish them from non-living things. Students will use scientific language and representations to communicate their observations, ideas and findings.

	Content	Assessment
HASS (Humanities and Social Sciences)	**Our unique communities -** How do people contribute to their unique communities? 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. 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.	Students will gather evidence and display their ability to: - describe how significant individuals, events and aspects of the past are remembered today - identify a point of view about the importance of different celebrations and commemorations to different groups - explain how and why people participate in and contribute to their communities - pose questions and locate and collect information from sources, including observations to answer questions.
Technology **Digital Technologies**	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. They will use this knowledge to create a Who Am I? Game using simple coding skills.	