



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

Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

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

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

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	<p><u>Investigating author’s language in a familiar narrative</u> Students will read “The Twits” by Roald Dahl, and examine and analyse the language features and techniques used by the author. Students will build their understandings that texts have different text structures depending on purpose and context. They will also explain how language features, images and vocabulary are used to engage the interest of audiences. When reading, students will continue to build the skills needed to decode complex vocabulary and build their understanding of complex language structures.</p>	<p>Students will create a new chapter for the narrative for an audience of their peers. They will plan, draft and edit their chapter and write a description for an illustration related to their writing.</p>
Maths	<p><u>Number and place value</u> – make connections between representations of numbers; partition and combine numbers flexibly; recall multiplication facts; formulate, model and record authentic situations involving operations; compare large numbers; generalise from number properties and results of calculations; identify odd and even numbers; and apply operations to odd and even numbers. <u>Location and transformation-</u> investigate different types of symmetry, analyse and create symmetrical designs. <u>Data representation and interpretation</u> - collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.</p>	<p>Number and place value. Patterns and algebra: Assessment task — Investigating odd and even numbers and multiplication patterns, and finding unknown quantities. Location and transformation: Assessment task — Identifying symmetry and interpreting simple maps. Data representation and interpretation: Assessment task — Analysing data.</p>

	Content	Assessment
Science	<p><u>Material Use</u> Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.</p>	Students investigate and test natural and processed materials. They then determine the properties that make them useful for different purposes and represent their findings in scientific ways.
HASS	<p><u>Early Exploration and Settlement – What were the short- and long-term effects of European Settlement?</u> 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 will 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>	Students will explain aspects of life before, during and after the European settlement of Australia. They will order key events in Australia's history and identify past experiences of people in Australia. Students will pose questions and locate information to answer them. They will distinguish between fact and opinion and share points of view, while respecting the views of others.
Technology	<p><u>Digital Technology – What's your waste footprint?</u> Students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how we can reduce lunch waste).</p>	Students will collect and use available lunch rubbish data and give reasons for representing data in different ways. They will evaluate and suggest changes to the information system that would better meet the need or adapt it to a different purpose. Students will automate data in a spreadsheet.