



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 each day.

5/2 Weekly Cross Country training begins- **(M/T/Th/F)**

7/2 District Swimming / Zooper Dooper Days begin every Wednesday.

9/2 Leadership Ceremony 9am

19-20/2 District Trials- Netball

21-22/2 Regional Swimming

23/2 Regional Touch Football Trials

5/3 Cross Country Years 3-6

8/3 Gala Day 1

13/3 Year 3 and 5 NAPLAN Week

18/3 Year 3 and 5 NAPLAN Week

28/3 Last day of term

Specialist Lessons to remember

Assembly: Mondays at 1:30pm in the hall. Please check the school newsletter for dates.

Health: Monday 9:30am – 10:00am

Library: Monday 10:00am – 10:15am

● **please bring a library bag for borrowing each week.**

The Arts: Wednesday 11:45am – 12:45pm

Japanese: Wednesday 8:30pm – 9:30pm

P.E: Friday 11:25 – 12:55am

Gala Sport Practise: Friday 1:30pm – 2:30pm

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

	Content	Assessment
English	<p>In this unit, students listen to, read, view and a novel from the fantasy genre showing understanding of character development in relation to plot and setting.</p> <p>Students will explain how text structures assist in understanding fantasy texts. They will understand how language features, images and vocabulary can influence interpretations of characters, settings, and events.</p>	<p><u>Character Analysis:</u></p> <p>Students will analyse information from a fantasy novel to show the development of a main character. Students will analyse their ability to interpret this through a written response.</p> <p><u>Written Task:</u></p> <p>Students will create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to an appropriate setting and plot.</p>
Maths	<p><u>Number and Place Value:</u> Students will apply an understanding of numerical relationships to convert between, and order fractions and decimals. They will use mathematical modelling to solve practical addition and subtraction problems using fractions.</p> <p><u>Space</u> Students will learn to recognise what stays the same and what changes when shapes undergo transformations. They will locate and move shape positions within a grid coordinate system.</p> <p><u>Statistics</u> Students will plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data.</p>	<p><u>Number and Place Value:</u> Students will use place value to write and order decimals including decimals greater than one.</p> <p><u>Space:</u> Students will use grid coordinates to locate and move positions. They will also perform and describe the results of transformations and identify any symmetries found.</p> <p><u>Statistics:</u> Students will plan and conduct statistical investigations that collect nominal and ordinal, categorical and discrete numerical data using digital tools. They will identify the mode and interpret the shape of distributions of data in context. Then interpret and compare data represented in line graphs.</p>

	Content	Assessment
Science	In this unit students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.	Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.
HASS (Humanities and Social Sciences)	In this unit, students will investigate the question " <i>How do people and environments influence one another?</i> ". They will examine characteristics of places in Europe and North America and the location of their major countries in relation to Australia. Students will identify and describe the human and environmental factors that influence the characteristics of places. They will examine the interconnections between people and the environment.	Students will investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.
Technology	In this design technologies unit students will investigate the characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area. They will explore the role of people in a range of technologies occupations and the tools and techniques they use.	Students will design and make a product that supports wildlife to coexist with humans in the school environment.