



Teacher: Brendan Cheung

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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.

Religious Instruction lesson begin week 1.

- Wednesday 24 April - ANZAC School Commemoration service
- Thursday 25 April - ANZAC Public holiday
- Tuesday 30 April - Think U Know online safety presentation by Federal Police
- Tuesday 21 May Year 3 Music Concert - Peter Combe
- Monday May 6 - Labour Day Public Holiday
- Thursday May 9 - Mother's Day Stall
- Friday May 17 Pirate Day - Dress like a pirate
- Monday 17 June - St Helena Excursion - Year 4

### Specialist Lessons to remember

**Library** borrowing is Wednesdays at 12:40pm. 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.

**Health – Mondays 8:30am**

**PE – Tuesdays 12:25pm**

**Japanese – Thursdays 11:55am**

**ARTS – Thursdays 1:25pm**

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

	<b>Content</b>	<b>Assessment</b>
English	Traditional Stories: students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.	Students create and present a traditional story which includes a moral for a younger audience. Students comprehend an Asian traditional story, identifying the language features and message conveyed in the text.
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>
Science	Students will investigate life cycles and sequence key stages in the life cycles of plants and animals. Students will examine relationships between living things and their dependence on each other and on the environment.	Students will understand how relationships of living things impact their life cycle. They will describe relationships that assist the survival of living things. Students will sequence key stages in a life cycle of an animal, and identify the actions being implemented by humans to protect it.
HASS	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.	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.