

### English

In this unit, students will listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students perform a poem for the class focussing on facial expression, voice and body gestures.

From week 7, we will listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. We will create a digital multimodal procedure from a literary context and explore a series of picture books with persuasive features and create a digital multimodal innovation (using PowerPoint) of an imaginative text that includes persuasion.

### Maths

We will be learning about Australian coins, using units of measure and comparing length and capacity, exploring durations of time, and number and place value including counting, patterns, partitioning, addition and subtraction.



### Science

This term, we will explore sources of light and sound and make musical instruments. We will investigate sources of light and sound, and how we use our bodies to sense them. After learning about sources and senses, we will experiment with different ways to create and alter sound and light. We will manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. We will examine how light and sound are useful in everyday life. Students will respond to and ask questions. We will make predictions and share observations, comparing our observations with predictions and with each other.

### Humanities and Social Sciences (HASS)

Throughout this semester, we will investigate different features of landscapes, how they change and how they can be cared for.



### Technology

This term, we will design, make and appraise various musical instruments. We will then get to design, make and appraise our own musical instrument using various materials.



### Health and Physical Education

In Health this term, students will be exploring how strengths and achievements contribute to their identity and also how emotional responses impact on others' feelings.

In PE, students will be learning the fundamental movement skills required to play tennis; these include throwing, catching, footwork and striking the ball.

### The Arts – Media Arts

We will explore how messages are communicated in multimodal texts (text, pictures, speech bubbles) and make and share a multimodal text that communicates a procedure. We will be using PowerPoint to create our multimodal procedures.

### Music

In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

They will develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories.

At the end of the unit they will create compositions and perform music to communicate story ideas to an audience. Students will respond to music that tells a story

and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples.



### Homework

Daily reading and practising of RaS (read and spelling) words.

Readers need to be returned on Friday and will be sent home on Monday.

### Save the dates:

- Assemblies (Weeks 1,3,5, 7 & 9)
- 22 July Life Education Van
- 3 August Student progress Interviews
- 10 August Chambers Island trip
- August 16 – 20 August Book Week and Book Fair
- 2 September P&C Fathers Day stall
- 3 September Pupil free day
- 17 September Land Surf Carnival and conclusion of Term 3



## English

### Rhyme Time

In this unit students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning: Focused teaching and learning, Play, Real-life situations, Investigations and routines and Transitions.

Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.



## Mathematics

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:

**Using units of measurement** - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events.

**Number and place value** - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole.

**Patterns and algebra** - identify, copy, continue and describe growth patterns, describe equal quantities.

**Data representation and interpretation** - identify questions, answer yes/no questions, use data displays to answer simple questions.

## Science

### Move it, move it.

In this unit, students will be able to describe the properties and behaviour of familiar objects. They will suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

Throughout this unit students will complete a journal and records how people, animals, & toys move. Students will describe the properties and behaviour of familiar objects and reflect on observations and ask questions about familiar objects



## Humanities and Social Sciences (HASS)

### My special places

In this unit, students will explore the following inquiry question:

\* *What are places like and what makes them special?*

**Learning opportunities support students to:**

study at a personal scale, including places where they live or other places that are familiar to them

understand that a place has features and a boundary that can be represented on maps or globes

recognise that what makes a place special is dependent on how people view the place or use the place

observe and represent the location and features of places using pictorial maps and models

examine sources to identify ways that people care for special places

describe special places and the reasons they are special to people

reflect on learning to suggest ways they could contribute to the caring of a special place.



### Health and Physical Education

In Health this term, students will be exploring emotions and why people might feel different in similar situations.

In PE, they will be learning the fundamental movement skills required to play Tennis; these include throwing, catching, footwork and striking the ball.



### The Arts

#### Music



In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

They will develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories

At the end of the unit they will create compositions and perform music to communicate story ideas to an audience

respond to music that tells a story and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

### Homework

Home readers – 5 to 10 minutes every night.

RAS words – focus on 4/5 words every night, until all known.

### Save the Dates:

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