

### Prep Term 3 Curriculum Overview

In **English**, students will explore rhyming texts including picture books and poems. They will create a poster in response to a familiar picture book, identifying what they like or dislike about the book. Students will then write and draw about their favourite rhyming story and also create and present some imaginary funny poems.

Learning about rhyme allows students to develop their oral language but also to have some fun and play with English. Having fun with our language is such a great skill for all of us!

In **Maths**, students will continue counting and making connections between number names, numerals and quantities to 20 and beyond. They will learn to use the language of 'more' and 'less' to order quantities. They will also develop positional and movement language and make direct comparisons with objects using mass and capacity.

Counting and making connections between number names, numerals and quantities allows students to understand numbers in the real world. This will allow them to see how numbers can be represented in many different ways and help them better understand how numbers work.

In **HASS** (Humanities and Social Sciences), students will investigate what makes a place special, considering some of the features of familiar places and representing these with models and maps.

In **Health**, students will identify actions that help them to be healthy and physically active. They will describe how their body responds to movement and activity and use personal and social skills when working with others in a range of activities.

In **Dance**, students will use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students will also describe the effect of the elements in dance they make and perform. For further information, contact our Performing Arts teachers Glenda Kostoglou (gkost1@eq.edu.au) or Claire Morrell (clmor0@eq.edu.au).

In **STEM** (Science, Technology, Engineering and Maths), students will use their senses to explore and observe the weather in their local environment and learn how to record our observations using our camera app and voice recording features on the iPad. Students will then make suggestions on what to wear and what activities we can do in particular weather conditions. For further information or queries contact our STEM teachers Sarah Hills (sgree243@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Lauren Cannon (lcann83@eq.edu.au), Lauren O'Connor (locon34@eq.edu.au), Kara Rufford (kxruf0@eq.edu.au) or Jenny Russell (jmhar5@eq.edu.au).

In **Physical Education** lessons, students will demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games. For further information or queries contact our PE teachers Nick Hills (nhill96@eq.edu.au), Tyson Newell (tnewe20@eq.edu.au), Michelle Fuller (mlhod0@eq.edu.au), Callum Lisha (clish2@eq.edu.au) or Claire Morrell (clmor0@eq.edu.au).

In **Italian**, students will interact with others to describe their class mascot, conveying information using familiar words and phrases. Students will learn words to describe their mascot including colours, body parts and sizes (such as small – piccolo or large - grande). Students will engage with Italian books, songs and rhymes. For further information or queries, contact our Italian teacher, Shona McEvoy (smcev13@eq.edu.au).

## Year 1 Term 3 Curriculum Overview

In **English**, students will read and view stories told and written by First Nations Australians. They will also produce a written retell of one of the dreaming stories. Students will also develop their speaking and listening skills as they discuss a character from a favourite picture book with a small group.

Reading and responding to stories about First Nations Australians is a great way for students to learn about the diversity of our country. Developing speaking and listening skills is an essential part of our English program to ensure that all of our students become effective communicators.

In **Maths**, students will describe number sequences resulting from skip counting in twos, fives and tens. They will count to and from 100 and locate numbers on a number line. Students will describe and read o'clock and half-past times on analogue and digital clocks. They will collect data by asking questions and will make simple inferences based on their data displays.

Identifying patterns is fundamental to our understanding of the world. Students learn pattern sequences early in life to help them establish order and this later helps students make predictions about patterns in our world.

In **HASS** (Humanities and Social Sciences), students will continue to observe, record and reflect upon some of their special characteristics and the changes that are occurring throughout the year (e.g. losing teeth, getting taller, changing weather and clothes).

In **Health**, students will describe changes that occur as they grow older. They will examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. Students will also identify areas where they can be active and how the body reacts to different physical activities.

In **Music**, students will explore elements of music including pitch, dynamics and tempo using tuned and un-tuned musical instruments. Students will also begin to develop the skills necessary to play the glockenspiel correctly and safely to sing and play simple songs. For further information or queries, contact our Music teacher Janet Almond (jmalmo@eq.edu.au) or Claire Morrell (clmor0@eq.edu.au).

In **Physical Education** lessons, students will demonstrate fundamental movement skills while using scooters and scooter boards. They will perform movement skills to manoeuvre along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges. For further information or queries contact our PE teachers Nick Hills (nhill96@eq.edu.au), Tyson Newell (tnewe20@eq.edu.au), Michelle Fuller (mlhod0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **STEM** (Science, Technology, Engineering and Maths), students will investigate how observable changes occur in the sky and landscape. They will explore their local environment and collect, sort and display data to recognise patterns. For further information or queries contact our STEM teachers Sarah Hills (sgree243@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Lauren Cannon (lcann83@eq.edu.au), Lauren O'Connor (locon34@eq.edu.au), Kara Rufford (kxruf0@eq.edu.au) or Jenny Russell (jmhar5@eq.edu.au).

In **Italian**, students will explore food and cultural practices related to eating in Italy. Students will learn the names of foods and create a picture dictionary. They will also use phrases to express their likes and dislikes of food e.g. Mi piace la torta. Students will interact and converse in Italian with their peers while role playing. For further information or queries, contact our Italian teacher, Shona McEvoy (smcev13@eq.edu.au).

## Year 2 Term 3 Curriculum Overview

In **English**, students will explore a range of texts to learn about how noun groups are used by authors to describe places in interesting and engaging ways. They will write a description of their favourite place as well as investigate procedural texts. They will create a multimodal procedure for an imaginary character, considering what the character might pack for a holiday when visiting 'Where the Forest Meets the Sea'.

Learning about how authors construct texts is an important part of being a reader and a writer. We want our students to be able to see how authors want us to think about a particular place, and also be able to use language, including noun groups, to persuade others to see things in particular ways. Procedures are such an important part of our lives too, especially when we need to follow instructions to cook, create and put things together!

In **Maths**, students will develop their understanding of multiplication and division by exploring arrays and ways to group and share collections. They will represent halves and quarters of shapes and collections, and interpret simple maps of familiar locations to identify key features. Students will also explain the effects of one-step transformations.

Extending on their knowledge of simple addition and subtraction, by expanding onto simple multiplication and division, provides children in the early years, the skills to problem solve. These skills are used in everyday life.

In **HASS** (Humanities and Social Sciences), students will investigate aspects of the past and explore how some of these can still be seen today. In particular, they will explore the changes in technology over time.

In **Health**, students will learn how their strengths and achievements contribute to their identities. They will identify how emotional responses impact on others' feelings and select and apply strategies to keep themselves healthy and safe so they are able to ask for help with tasks or problems.

In **Music**, students will learn and compose simple songs on the ukulele and consider where and why people make music. For further information or queries contact our Music teacher Janet Almond (jmalm0@eq.edu.au).

In **Physical Education** lessons, students will demonstrate fundamental movement skills while using scooters and scooter boards. They will perform movement skills to manoeuvre along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges. For further information or queries contact our PE teachers Nick Hills (nhill96@eq.edu.au), Tyson Newell (tnewe20@eq.edu.au), Michelle Fuller (mlhod0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **STEM** (Science, Technology, Engineering and Maths), students will explore being cyber safe by creating a portfolio of posters explaining how to be cyber safe and why this is important for personal safety. For further information or queries contact our STEM teachers Sarah Hills (sgree243@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Lauren Cannon (lcann83@eq.edu.au), Lauren O'Connor (locon34@eq.edu.au), Kara Rufford (kxruf0@eq.edu.au) or Jenny Russell (jmhar5@eq.edu.au).

In **Italian**, students will continue to develop their Italian language and conversation skills through a real-life experience of interacting, ordering and paying for a gelato. Students will create a poster to advertise their gelato, showing descriptive language and cost. For further information contact our Italian teachers Shona McEvoy (smcev13@eq.edu.au) or Theresa Verster (txver0@eq.edu.au).

### Year 3 Term 3 Curriculum Overview

In **English**, students will read the novel “Kumiko and the Dragon”, exploring how the author uses language to describe the characters and their relationships. Students will continue the story by writing a chapter about what will happen next. They will also identifying some ideas related to this text to use in a class debate.

Reading novels like “Kumiko and the Dragon” are a great way to understand relationships not only of characters in books, but also among our friends and family members. This novel provides a great opportunity for students to consider the different ways in which we all interact. Participating in a class debate is a great opportunity for students to apply their developing speaking and listening skills as they become effective communicators.

In **Maths**, students will recall multiplication facts for single-digit numbers and solve problems using efficient strategies for multiplication. Students will also explore ways to model and represent simple fractions of shapes and collections. They will learn how to conduct simple data investigations. Students will interpret and represent positions on simple grid maps and describe positions in relation to key features.

Learning how to use efficient strategies enables students to solve more complex maths problems quickly, allowing them time to check answers, use estimation and ensuring they have less errors.

In **Humanities and Social Sciences (HASS)**, students will explore the human features of Australia, investigating population data and identifying ways to collect information about our community. They will also begin to explore a range of cultures represented within our school, identifying the relevant countries on a map and discussing special symbols and celebrations.

In **Health**, students will investigate aspects of bike and road safety, recognising this as one local resource that help to support the health, wellbeing, safety and physical activity of the community. They will learn positive strategies to interact with others, talking about the ways in which tackling challenges helps to build our confidence and resilience.

In **Dance**, students will describe how others organise the elements of dance and express a mood in a dance that they view. Students will also use the elements of dance to make and perform dance sequences that communicate ideas linking to the mood of the song. For further information, contact our Performing Arts teacher, Claire Morrell (clmor0@eq.edu.au).

In **Music**, students will explore elements of music including rhythm, pitch, tempo and dynamics using tuned and un-tuned musical instruments. Students will continue to develop the skills necessary to play the glockenspiel and begin to read music on the staff lines. For further information or queries, contact our Music Teacher Janet Almond (jmalm0@eq.edu.au) or Claire Morrell (clmor0@eq.edu.au).

In **Physical Education** lessons, students will perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They will apply strategies for working cooperatively and apply rules fairly. For further information or queries contact our PE teachers Nick Hills (nhill96@eq.edu.au), Tyson Newell (tnewe20@eq.edu.au), Michelle Fuller (mlhod0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Science**, students will explore how the Earth’s rotation on its axis causes regular changes, including night and day. They will collect data on the length and direction of shadows created by the sun at different times of the day and will record these observations and measurements within a table and graph. Students will also interpret the data and make links to their scientific understandings.

In **Technology**, students will describe factors that influence design solutions to meet present needs. They will plan and safely produce a design solution for a solar oven and use drawings including annotations and symbols to record their design ideas. For further information or queries contact our STEM teachers Sarah Hills (sgree243@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Lauren Cannon (lcann83@eq.edu.au), Lauren O’Connor (locon34@eq.edu.au), Kara Rufford (kxruf0@eq.edu.au) or Jenny Russell (jmhar5@eq.edu.au).

In **Italian**, students will use the Italian language to role-play buying and selling food at the market. Students will experience the cultural buzz of the Mercato (Market)! They will use their knowledge of numbers, food names, transactional language and formal greetings to sell and purchase food with Euros. Students will create their own shopping list for a picnic. For further information or queries, contact our Italian teacher, Theresa Verster (txver0@eq.edu.au) or Alicia Victor (airwi40@eq.edu.au).

### Year 4 Term 3 Curriculum Overview

In **English**, students will read and view traditional stories from a range of Asian countries. They will complete various comprehension activities, exploring ways in which the lesson or message is conveyed. They will also write their own traditional story to teach a lesson to others. Later in the term they will apply their speaking skills when retelling and discussing a dreaming story presented by First Nations Australians.

Learning about folktales from various cultures is such an important way to explore the diversity of our own culture and to celebrate the cultures of those countries in close proximity to Australia. Students will also learn how stories have been used for centuries to teach lessons (e.g. how to be kind, how to care for others).

In **Maths**, students will locate familiar fractions on a number line, recognise fractions represented in different ways and apply knowledge of common equivalent fractions. Students will make connections between fractions and decimal notation up to two decimal places and locate decimals on a number line. They will solve problems involving time duration and learn how to convert between different units of time.

Learning fractions at school allows students opportunities to be successful in daily life. Students will make connections with the real world and will understand the importance of fractions. One of the best times to use and apply knowledge of fractions is during cooking. This knowledge can also be used when considering time, measurement and money.

In **Humanities and Social Sciences (HASS)**, students will explore what life was like before the arrival of Europeans. They will investigate why Europeans settled in Australia and consider what life was like for convicts, free settlers and the First Nations Australians.

In **Health**, students will explore a range of strategies and choices for healthy eating and for staying physically active, considering how these choices contribute to overall health and wellbeing. They will also reflect on the lifestyle choices of others, providing suggestions that will benefit their health, wellbeing and safety.

In **Music**, students will learn chords and strumming techniques on ukulele, and arrange a simple song, using ukulele and classroom percussion instruments, incorporating the elements of music. They will discuss how have they used the elements of music in the songs they have arranged. For further information or queries contact our Music teacher Janet Almond (jmalmo@eq.edu.au).

In **Physical Education** lessons, students will perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They will apply strategies for working cooperatively and apply rules fairly. For further information or queries contact our PE teachers Nick Hills (nhill96@eq.edu.au), Tyson Newell (tnewe20@eq.edu.au), Michelle Fuller (mlhod0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Science**, students will explore the properties of a range of materials and will determine the durability of each material. They will also make predictions based on prior knowledge, compare their findings with the predictions and suggest explanations for observations.

In **Technology**, students will describe how design features of technology can be used to produce a pinball machine. They will generate and record design ideas using drawings with annotations and symbols and evaluate their designs to make improvements. For further information or queries contact our STEM teachers Sarah Hills (sgree243@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Lauren Cannon (lcann83@eq.edu.au), Lauren O'Connor (locon34@eq.edu.au), Kara Rufford (kxruf0@eq.edu.au) or Jenny Russell (jmhar5@eq.edu.au).

In **Italian**, students will communicate by asking and responding to questions about mealtimes. They will reflect on eating practices, making comparisons between language and culture relating to Italian and their own eating practices. They will set up their own eating scene, design their own pizza and communicate in Italian about the food. For further information or queries, contact our Italian teacher Theresa Verster (txver0@eq.edu.au).

### Year 5 Term 3 Curriculum Overview

In **English**, students will investigate a range of narrative poems as they investigate the ways in which poets use language features and poetic devices to share a story about Australia and Australians. They will use the perspective of a character from a familiar poem to write a literary description, and develop their speaking and listening skills as they present some favourite poems.

Learning about narrative poems and ballads are an important way for students to begin to understand how Australians are connected to the land. They will also have the opportunity to consider different perspectives and to investigate how English texts often provide a way for readers to learn about and empathise with these. Students will also have an opportunity to present some poems, developing their public speaking skills within a safe environment.

In **Maths**, students will continue patterns by adding and subtracting whole numbers, fractions and decimals and will find unknown quantities in number sentences. They will measure and construct different angles and connect 3-D objects with their 2-D representations. Students will also investigate the ideas of symmetry and transformation, describe transformations of 2-D shapes and investigate probability and chance.

Finding unknowns within number sentences helps students to use rational thinking to identify the missing numbers. Students will also begin to understand equivalence and the relationship numbers have on each side of the equals sign.

In **Humanities and Social Sciences (HASS)**, students will continue their investigations into the Gold Rushes, considering how the discovery of gold changed communities and environments. They will create a multi-modal presentation describing how a particular person's life was affected by the Gold Rushes.

In **Health**, students will explain the influence of people and places on identities. They will discuss how important people in their lives and the media influence behaviours and investigate how feelings, emotion and mood can affect our responses.

In **Dance**, students will describe some characteristics of dances from different social, cultural and historical contexts that influence their dance making. Students will structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They will work collaboratively to perform dances for audiences, demonstrating technical and expressive skills. For further information, contact our Performing Arts teachers, Glenda Kostoglou (gkost1@eq.edu.au).

In **Physical Education** lessons, students will demonstrate skills to work collaboratively and play fairly to solve movement challenges in partner and group situations. For further information or queries contact our PE teachers Nick Hills (nhill96@eq.edu.au), Tyson Newell (tnewe20@eq.edu.au), Michelle Fuller (mlhod0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Science**, students will explore how the Earth is part of a system of planets orbiting around the sun and how this knowledge has developed from people's contributions. They will construct tables, identify patterns and share their understanding of the solar system and associated planets through multimodal texts.

In **Technology**, students will design a Sphero chariot and explain the impact of design features. Students will record design ideas using diagrams and will document their project plans. For further information or queries contact our STEM teachers Sarah Hills (sgree243@eq.edu.au), Michelle Burriss (mburr9@eq.edu.au), Lauren Cannon (lcann83@eq.edu.au), Lauren O'Connor (locon34@eq.edu.au), Kara Rufford (kxruf0@eq.edu.au) or Jenny Russell (jmhar5@eq.edu.au).

In **Italian**, students will communicate about their ideal personal space. They will create, draw and write sentences to reflect their personal choices about their favourite space. They will continue to develop their understanding of Italian language features, using Italian descriptions and personal opinions. For further information or queries, contact our Italian teacher, Alicia Victor (airwi40@eq.edu.au).

## Year 6 Term 3 Curriculum Overview

In **English**, students will explore a range of multimodal persuasive texts in order to create their own text advertising an experience. They will investigate the ways in which language features, music, voice-overs and images affect the audience. Students will also develop their speaking and listening skills as they explore a range of original poems, before presenting their own poem as part of a Poetry Slam.

Learning about persuasive texts is an important part of English, especially when we consider how often we are required to read and respond to persuasive texts in our daily lives. Constructing one of these texts provides students with an opportunity to learn how clever and sometimes manipulative authors and producers can be. Participating in a Poetry Slam provides a chance for students to develop their speaking skills and also have a bit of fun with language!

In **Maths**, students will develop mental and written strategies for adding, subtracting, multiplying and dividing decimals. They will multiply and divide whole numbers and decimals by powers of 10 up to 1000. Students will also learn about writing correct number sentences using brackets and the order of operations. They will learn how to describe the use of integers in everyday contexts and how to locate an ordered pair in any one of the four quadrants on the Cartesian plane. They will apply their understanding of prisms and pyramids to construct a new 3D object.

Developing trusted, efficient and flexible methods for adding and subtracting, multiplying and dividing whole numbers and decimals is crucial for everyday life and use of numbers. The development of these methods occurs alongside the use of personal mental strategies. A standard written algorithm is valuable when the context of the operation is complicated or the size of the numbers inhibits the efficient use of a mental computation strategy. Our goal is to develop in every child, trusted, compact and efficient written methods for calculating in the four operations with whole numbers and decimals. For most students, it is anticipated that this will occur by the end of Year 6.

In **HASS** (Humanities and Social Sciences), students will consider the contributions individuals have made to our community. They will celebrate these by designing a short film highlighting a significant individual and their contributions.

In **Health**, students explore a range of drink products and consider how they contribute to their health and wellbeing. They provide advice to others and reflect upon their own choices.

In **Dance**, students will explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. Students will structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They will also work collaboratively to perform dances for audiences, demonstrating technical and expressive skills. For further information, contact our Performing Arts teachers, Glenda Kostoglou (gkost1@eq.edu.au).

In **Physical Education** lessons, students will demonstrate skills to work collaboratively and play fairly to solve movement challenges in partner and group situations. For further information or queries contact our PE teachers Nick Hills (nhill96@eq.edu.au), Tyson Newell (tnewe20@eq.edu.au), Michelle Fuller (mlhod0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Science**, students will explore natural disasters and how they cause rapid changes to the Earth's surface. They will create a multimodal presentation to communicate their understanding of a specific natural disaster and include information on how we can minimise their impact through the use of scientific knowledge and historical and cultural contributions.

In **Technology**, students will learn about the components of digital systems and how they form networks by coding Micro: bits. They will also learn about binary and how digital systems use binary numbers to represent data in different ways. For further information or queries contact our STEM teachers Sarah Hills (sgree243@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Lauren Cannon (lcann83@eq.edu.au), Lauren O'Connor (locon34@eq.edu.au), Kara Rufford (kxruf0@eq.edu.au) or Jenny Russell (jmhar5@eq.edu.au).

In **Italian**, students will explore the concept of free time and make relevant intercultural comparisons between Australia and Italy. Students will interact with each other in Italian to exchange information, ideas and opinions and will focus on planning and accepting invitations. For further information or queries, contact our Italian teacher, Alicia Victor (airwi40@eq.edu.au).