

## Prep Term 4 Curriculum Overview

In **English**, students will examine and respond to a range of picture books. They will focus on identifying the beginning, middle and end of books such as *Harry the Dirty Dog*, and *Clancy and Millie and The Very Fine House*. They will apply their developing writing skills to create their own text that continues the storyline for a familiar picture book.

Creating our own texts is an important part of learning in English. This task allows students to develop and apply their imaginations as well as continue to develop their understandings of how written language works. Telling a story is part of our everyday lives as we recount events and entertain others.

In **Maths**, students will consolidate their understanding of the language and processes of counting and make connections between number names, numerals and quantities to 20 and beyond. They will continue to develop language and counting strategies to explain their understanding of early addition and sharing concepts and processes, including part-part-whole language and partitioning. They will also learn about the days of the week and learn how to collect information by answering yes and no questions.

Using part-part-whole language and transitioning from counting by one to more flexible methods when dealing with quantities, students will begin to treat numbers as the sums of their parts. This is a critical hurdle to be addressed in students becoming fluent users of number.

In **STEM** (Science, Technology, Engineering and Maths), students will explore the properties and behaviours of familiar objects that roll, spin, bounce and slide. They will share and reflect on their observations and make predictions about how items will move based on their properties when moving down a ramp. Students will use digital systems to present their observations and will communicate using photographs, titles, text and drawings. For further information or queries contact our STEM teachers Beth Humphreys ([bbraz15@eq.edu.au](mailto:bbraz15@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)) or Lauren Cannon([lcann83@eq.edu.au](mailto:lcann83@eq.edu.au)).

In **Physical Education** lessons, students will develop the object-control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Michelle Hodges ([mlhod0@eq.edu.au](mailto:mlhod0@eq.edu.au)) or Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)).

In **Health**, students will describe how they have changed since they were young and learn about the parts of the body. They will also identify people and protective behaviours that help keep themselves safe and happy.

In **Italian**, students will use language and gestures to exchange gifts across cultures, saying “per favore, grazie and prego”. Students will prepare a gift to send to Italy containing Australian items and describe these using Italian language e.g. Il lamington è`delizioso. They will communicate with their teacher and peers through action-related talk and play. For further information or queries contact our Italian teacher Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)).

In **Dance**, students will describe the dance they make for the concert including ideas about space, time, dynamics, facial expression and all body techniques. They will use the elements of Dance to represent ideas in the dance they make and perform. For further information, contact our Performing Arts teachers, Glenda Kostoglou ([gkost1@eq.edu.au](mailto:gkost1@eq.edu.au)) or Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)).

## Year 1 Term 4 Curriculum Overview

In **English**, students will read books from the series about the Lighthouse Keeper, identifying how the author uses the setting and a range of problems to create an interesting story. They will use some of these ideas to write their own narrative, using a similar setting but with a new problem and solution.

Telling stories is such an integral part of our daily lives as we recount events and experiences, and use these to entertain others. Many of the best stories have funny problems and solutions, and this unit provides students with an opportunity to tell their own story with some familiar characters.

In **Maths**, students will describe and read o'clock and half-past times on analogue and digital clocks. They will also explain time durations of familiar events and activities using everyday language to describe durations. Students will recognise Australian coins according to their values and properties.

Learning money skills are basic understandings that students need to master to help them understand the concept of money values, how to count money, and how to solve real-world money problems. Understanding how to use money draws on both additive and multiplicative strategies.

In **STEM** (Science, Technology, Engineering and Maths), students will observe how light and sound are produced by a range of sources and consider how they can be sensed. Through investigations students will compare observations with those of others and will follow, describe and represent a sequence of steps (algorithms) needed to solve simple problems involving light and sound. Students will create an object that produces light or sound and will develop an algorithm to explain how the light or sound is produced. Students will compare their projects with a peer and explore the similarities and differences between their findings. For further information or queries contact our STEM teachers Beth Humphreys ([bbraz15@eq.edu.au](mailto:bbraz15@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)) or Lauren Cannon ([lcann83@eq.edu.au](mailto:lcann83@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will summarise their investigations from the whole year where they have focussed on collecting data about how they have changed. They will consider how they have changed this year, as well as explore how our lives have changed in recent years.

In **Physical Education** lessons, students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Michelle Hodges ([mlhod0@eq.edu.au](mailto:mlhod0@eq.edu.au)) or Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)).

In **Health**, students will describe how they have changed since they were young and learn about the parts of the body. They will also practise strategies they can use when they need help.

In **Italian**, students will explore cultural practices relating to family outings in Australia and Italy. They will speak about their favourite family outings, transport and destinations e.g. Vado al mare in macchina con mia mamma. Students will use their knowledge of the Italian language to engage with Italian children's books, songs and rhymes. For further information or queries, contact our Italian teacher Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)).

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 ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)) or Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)).

## Year 2 Term 4 Curriculum Overview

In **English**, students will explore a range of picture books and use these as a basis to write their own narratives. They will focus on creating stories that include a beginning, middle and an end with a dramatic complication or problem to be solved.

Telling stories is such an integral part of our daily lives as we recount events and experiences, and use these to entertain others. Many of the best stories have a series of events, and this unit provides students with an opportunity to use their imaginations to create some new events for familiar characters.

In **Maths**, students will describe the features of Australian coins, count collections of coins and notes, make and compare money amounts, and read and write money amounts. They will tell time to the quarter hour using the language of 'past' and 'to' and connect seasons to the months of the year, identify the number of days in each month, and relate months to seasons.

Learning about money skills is important because students need to understand the value of money and how you can create the same amount of money using different coins and notes. This helps them to prepare for the real world and comprehend how much things cost and how to make change.

In **STEM** (Science, Technology, Engineering and Maths), students will observe how objects move and describe changes that could affect how a toy moves. They will evaluate toy designs based on personal preferences and communicate design ideas through drawings. For further information or queries contact our STEM teachers Beth Humphreys ([bbraz15@eq.edu.au](mailto:bbraz15@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)) or Lauren Cannon ([lcann83@eq.edu.au](mailto:lcann83@eq.edu.au)).

In **Physical Education** lessons, students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Michelle Hodges ([mlhod0@eq.edu.au](mailto:mlhod0@eq.edu.au)) or Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)).

In **Health**, students will learn about the parts of both girls' and boys' bodies and investigate what makes us the same and what makes us different. They will also practise strategies that they can use when they need help.

In **Italian**, students will engage with the traditional Italian story of La Befana. Students will create a list using Italian nouns and adjectives e.g. La macchina rossa. Students will also explore simple sentences and complete cloze activities. For further information or queries, contact our Italian teachers Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)) and Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)).

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](mailto:jmalm0@eq.edu.au)).

## Year 1/2 Term 4 Curriculum Overview

In **English**, students will explore a range of picture books, using these as a basis to write their own narratives. They will focus on creating stories that include a beginning, middle and an end with a dramatic complication or problem to be solved.

Telling stories is such an integral part of our daily lives as we recount events and experiences, and use these to entertain others. Many of the best stories have a series of events, and this unit provides students with an opportunity to use their imaginations to create some new events for familiar characters.

In **Maths**, students will describe the features of Australian coins, count collections of coins and notes, make and compare money amounts, and read and write money amounts. They will tell time to the half past and quarter hour using the language of 'past' and 'to', and connect seasons to the months of the year, identify the number of days in each month, and relate months to seasons.

Learning about money skills is important because students need to understand the value of money and how you can create the same amount of money using different coins and notes. This helps them to prepare for the real world and comprehend how much things cost and how to make change.

In **STEM** (Science, Technology, Engineering and Maths), students will observe how objects move and describe changes that could affect how a toy moves. They will evaluate designs based on personal preferences and communicate design ideas through drawings. For further information or queries contact our STEM teachers Beth Humphreys ([bbraz15@eq.edu.au](mailto:bbraz15@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)) or Lauren Cannon ([lcann83@eq.edu.au](mailto:lcann83@eq.edu.au)).

In **Physical Education** lessons, students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Michelle Hodges ([mlhod0@eq.edu.au](mailto:mlhod0@eq.edu.au)) or Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)).

In **Health**, students will learn about the parts of both girls' and boys' bodies and investigate what makes us the same and what makes us different. They will also practise strategies that they can use when they need help.

In **Italian**, students will engage with the traditional Italian story of La Befana. Students will create a list using Italian nouns and adjectives e.g. La macchina rossa. Students will also explore simple sentences and complete cloze activities. For further information or queries, contact our Italian teachers Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)) and Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)).

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](mailto:jmalm0@eq.edu.au)).

### Year 3 Term 4 Curriculum Overview

In **English**, students will read a range of poems as they develop their understandings about poetry. They will also write and perform their own poem, applying their knowledge of figurative language.

Listening to poems is part of our daily lives, even if we aren't always aware of this. Poems are used as the basis for songs, advertisements and picture books. The rhythm and rhyme used in poems helps us remember and engage with these. We look forward to seeing students create their own engaging poems.

In **Maths**, students will consolidate their understanding of number. They will continue to develop a variety of mental and written strategies to increase number fact fluency. Students will also learn how to conduct simple data investigations. They will investigate money, calculating change and simple totals, solving a range of problems involving money, representing money amounts in different ways and choosing appropriate coins and notes for shopping situations.

Learning about how to calculate change is key to solving real word problems. As students get older, many of them work part-time jobs. Teaching money skills is also helpful for them as they embark on this journey. If they work as a cashier, money skills are invaluable. Many tools can be used to tell exactly what change should be given; however, if one of these tools is unavailable or out of order the students should be able to figure it out on their own.

In **Science**, students will understand that heat is energy; heat can move and temperature can change. They will identify sources of heat energy and explain changes in the temperature of objects. Students will make predictions, plan safe investigations and fair tests using scaffolds and make measurements.

In **Technology**, students will collect and interpret data and create information systems to share the data using tables and graphical forms. For further information or queries contact our STEM teachers Beth Humphreys ([bbraz15@eq.edu.au](mailto:bbraz15@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)) or Lauren Cannon ([lcann83@eq.edu.au](mailto:lcann83@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will investigate different cultures, developing and applying their understandings by creating a multimodal presentation about a country or culture, including maps, data, symbols and information about special celebrations or commemorations.

In **Physical Education** lessons, students will demonstrate refined striking / fielding skills and concepts from active play and games that are based on the sports of Golf and Cricket. They will apply skills, concepts and strategies to solve movement challenges in striking / fielding games. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Michelle Hodges ([mlhod0@eq.edu.au](mailto:mlhod0@eq.edu.au)) or Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)).

In **Health**, students will learn about the parts of both girls' and boys' bodies and investigate what makes us the same and what makes us different. They will also describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

In **Italian**, students will explore an Italian story about a dog called Pimpa. They will create a missing poster about the information of the last known location of Pimpa using prepositions, nouns and matching illustrations. For further information or queries, contact our Italian teacher Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au))

In **Dance**, students describe how others organise the elements of dance and express a mood in a dance that they view. Students use the elements to make and perform dance sequences that communicate ideas linking to the mood of the song. For further information, contact our Performing Arts teachers, Glenda Kostoglou ([gst1@eq.edu.au](mailto:gst1@eq.edu.au)) or Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)).

## Year 4 Term 4 Curriculum Overview

In **English**, students will focus on persuasive texts as they develop the skills to write an argument. They will investigate the ways in which authors use evaluative language and high modality to convince others of their point of view.

Persuasive texts are such an integral part of our daily lives, so it is important that students are aware of some of the ways in which authors use words to persuade us. This unit provides an opportunity for students to apply some of their understandings to persuade others.

In **Maths**, students will continue to refine mental and written computation strategies to solve problems and increase number fact fluency. Students will solve problems involving time duration and learn how to convert between different units of time. They will solve simple purchasing problems and explore real-world problems involving money. They will identify and explain strategies for finding unknown quantities using all four operations.

Learning about unknown quantities allows students to use all four proficiencies (i.e. understanding, fluency, problem-solving and reasoning). Students use understanding to explain unknown values, use fluency when using inverse operations to complete number sentences, problem solve when investigating different symbols in number sentences, and use reasoning when they check number sentences to determine if they are true or false and explain why.

In **Science**, students will observe forces that occur in their everyday lives. They will explore the gravitational and frictional forces and describe their effect on objects. Students will pose a question for their investigation and make formal measurements. They will compare their findings with those of others, assess the fairness of their investigation and identify further questions to investigate.

In **Technology**, students will create infographics. They will use tables, graphs, drawings and words to communicate their message clearly. For further information or queries contact our STEM teachers Beth Humphreys ([bbraz15@eq.edu.au](mailto:bbraz15@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)) or Lauren Cannon ([lcann83@eq.edu.au](mailto:lcann83@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will continue to develop their understandings about settlements in colonial Australia. They will write a diary entry describing life in these times from a particular perspective, and compare this to their own lives, considering different experiences and viewpoints.

In **Physical Education** lessons, students will demonstrate refined striking / fielding skills and concepts from active play and games that are based on the sports of Golf and Cricket. They will apply skills, concepts and strategies to solve movement challenges in striking / fielding games. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Michelle Hodges ([mlhod0@eq.edu.au](mailto:mlhod0@eq.edu.au)) or Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)).

In **Health**, students will identify changes that occur in bodies during puberty and learn about the human lifecycle. They will also describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

In **Italian**, students will explore a well-known Italian fairy tale and its characters, identifying and adding descriptions of physical features and personality traits to enhance the storyline. Students will create wanted posters for the characters using Italian descriptions. For further information or queries, contact our Italian teacher Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)) and Alicia Victor ([airwi40@eq.edu.au](mailto:airwi40@eq.edu.au)).

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 ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)).

## Year 5 Term 4 Curriculum Overview

In **English**, students will listen to, read and view versions of an Australian classic Storm Boy. They will consider some of the dilemmas faced by the characters in the book and will write a response to one of the dilemmas, providing their own opinion and considering the viewpoints of others.

Responding to dilemmas is a part of our lives and this unit provides an opportunity for students to consider the complexity of some of these. For example, should Storm Boy go to school like everyone else or is it OK for him to stay at home with his dad and the pelicans? Studying literature is a way to consider how different people respond in different situations. We look forward to lots of discussions this term because there is likely to be no simple answer.

In **Maths**, students will continue to refine mental and written computation strategies to solve problems and increase number fact fluency. They will solve problems involving the four operations using a range of strategies, and check the reasonableness of answers using estimation and rounding. They will use these skills to create and explain plans for simple budgets and to solve purchasing problems. They will also investigate probability and chance, and use grid references to locate landmarks.

Learning about money is vital. Without a working knowledge of money, it is extraordinarily difficult to do well in life. Money is central to transacting in our lives, day-in and day-out. Where we live, what we eat, the clothes we wear, the car we drive, health care, education, gift giving, vacations and entertainment - you name it, money is involved. Our students will learn this importance when they plan, budget and solve purchasing problems in their own market stall at the end of the term.

In **Science**, students will identify sources of light, explore the transfer of light and how materials impact on lighting systems. Students will compare their methods and findings with those of others to identify possible sources of error and will pose relevant questions for further investigations.

In **Technology**, students will engage with a variety of digital technologies and use these experiences to develop the interface for an educational app for students. They will explain how information systems meet the needs of users and consider the sustainability of screen-based solutions. For further information or queries contact our STEM teachers Beth Humphreys ([bbraz15@eq.edu.au](mailto:bbraz15@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)) or Lauren Cannon ([lcann83@eq.edu.au](mailto:lcann83@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will investigate democracy and consider how people work together to achieve goals and create change. They will also reflect upon the decisions they make and identify some of the ways we are influenced by others and our world.

In **Physical Education** lessons, students will develop the specialised movement skills identified in the game of European Handball. They will explore ethical behaviour and fair play and apply these concepts within a team and in a variety of physical activities. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Michelle Hodges ([mlhod0@eq.edu.au](mailto:mlhod0@eq.edu.au)) or Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)).

In **Health**, students will identify changes that occur in the human body during puberty and learn about the human reproductive system. They will also plan and practise strategies to promote health, safety and wellbeing.

In **Italian**, students will explore the concept of play, learning about the games played by children in Italy. They will play different games, exploring Italian expressions used in game play. They will review a group game using prepositions and adjectives as well as sharing an opinion. For further information or queries, contact our Italian teacher Alicia Victor ([airwi40@eq.edu.au](mailto:airwi40@eq.edu.au)).

In **Dance**, students will describe characteristics of dances from different social, cultural and historical contexts that influence their dance making including the production elements. 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](mailto:gkost1@eq.edu.au)).

## Year 6 Term 4 Curriculum Overview

In **English**, students will explore historical texts set within Australia. By viewing parts of the TV series *My Place*, they will identify how writers create a sense of time and place within their texts. Students will write a diary entry, taking on the perspective of a particular character and exploring ways to accurately describe the time and place.

Learning about other times, places and characters can be enhanced by viewing and reading literary texts. *My Place* is a text that invites students into various times and places with particular perspectives provided from the point of view of various characters. This unit provides a great opportunity to see the world from others' eyes.

In **Maths**, students will work with and describe rules used in sequences involving whole numbers, fractions and decimals. They will explore probabilities using simple fractions, decimals and percentages and compare observed and expected frequencies across experiments. Students will also learn about writing correct number sentences using brackets and the order of operations.

Learning about the order of operations helps to develop the students' understanding of how number operations behave, to recognise that there is a need for rules to guide us in the order in which we carry out these operations, and to interpret and apply these rules in problem solving situations.

In **Science**, students will analyse the requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They will apply their knowledge of the transfer of electricity to investigate and design their own alarm system. Students will identify sources of error in their investigations and pose further questions for investigations.

In **Technology**, students will explore and explain building designs and technologies that meet present and future needs. They will judge design solutions based on success criteria and design an earthquake-proof house. For further information or queries contact our STEM teachers Beth Humphreys ([bbraz15@eq.edu.au](mailto:bbraz15@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)) or Lauren Cannon ([lcann83@eq.edu.au](mailto:lcann83@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will consider the diverse characteristics of different countries and cultures, and investigate some of the connections we have with the wider world.

In **Physical Education** lessons, students will develop the specialised movement skills identified in the game of European Handball. They will explore ethical behaviour and fair play and apply these concepts within a team and in a variety of physical activities. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Michelle Hodges ([mlhod0@eq.edu.au](mailto:mlhod0@eq.edu.au)) or Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)).

In **Health**, students will learn about the physical, social and emotional changes associated with puberty. They will access and evaluate a range of sources to develop understandings about puberty. They will also plan and practise strategies to promote health, safety and wellbeing.

In **Italian**, students will use language to explore the concept of change, reactions to change and the associated emotions. Students will reflect on how our feelings change over time, especially when we go outside of our comfort zone. For further information or queries, contact our Italian teacher Alicia Victor ([airwi40@eq.edu.au](mailto:airwi40@eq.edu.au)).

In **Dance**, students will explain how the elements of dance and choreographic devices are used to 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 ([gst1@eq.edu.au](mailto:gst1@eq.edu.au)).