

### Prep Term 3 Curriculum Overview

In **English**, students will explore rhyming texts including picture books and poems. They will 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 **Music**, students will explore beat, sound, silence, fast, slow, long, short, high, low, echoing, and tone colour of classroom percussion through singing, movement and music games. For further information or queries contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)).

In **Performing Arts**, students will express a character through a series of movements, and experience the elements of dance: body, space, time, dynamics and relationships. They will record their movements and reflect upon their own performances. For further information or queries 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)).

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 Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Kelly Koch ([kkoch4@eq.edu.au](mailto:kkoch4@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)), Hannah Devine ([hgben0@eq.edu.au](mailto:hgben0@eq.edu.au)), Chloe Langham ([cleut5@eq.edu.au](mailto:cleut5@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](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)) or Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)).

In **Italian** students will interact with others to introduce and describe their class mascot, conveying information using simple statements, familiar words and phrases. Students will learn words to describe their mascot including colours, body parts (such as eyes – gli occhi, ears – le orecchie) 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](mailto: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 also give and follow directions to familiar locations and 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 and to sing and play simple songs. For further information or queries, contact our Music teacher Janet Almond ([jmalmo@eq.edu.au](mailto:jmalmo@eq.edu.au)).

In **Performing Arts**, students will express a theme through a series of movements, and experience the elements of dance: body, space, time, dynamics and relationships. They will record their locomotor and non-locomotor movements and reflect upon their own techniques and expressive qualities. For further information or queries 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)).

In **Physical Education** lessons, students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test their effectiveness to solve movement challenges. They will demonstrate strategies to work in groups and play fairly during tagging games. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)) or Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@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 Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Kelly Koch ([kkoch4@eq.edu.au](mailto:kkoch4@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)), Hannah Devine ([hgben0@eq.edu.au](mailto:hgben0@eq.edu.au)), Chloe Langham ([cleut5@eq.edu.au](mailto:cleut5@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 participating in a class picnic. For further information or queries, contact our Italian Teacher, Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)).

## Year 1/2 Term 3 Curriculum Overview

In **English**, students will read and view picture books written by First Nations Australians. They will respond by writing a written retell or a description of a favourite place. 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 develop their understanding of multiplication and division by exploring arrays and ways to group and share collections. They will identify counting patterns and interpret simple maps of familiar locations and identify key features. Students will also explain the effects of one-step transformations and collect data to represent and interpret.

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 often used in everyday life.

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 identify intended purposes and meanings as they listen to music using the elements of music including pitch, dynamics and tempo as well as beginning to develop the skills necessary to play the ukulele correctly and safely. For further information or queries contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)).

In **Performing Arts**, students will express a theme through a series of movements, and experience the elements of dance: body, space, time, dynamics and relationships. They will record their locomotor and non-locomotor movements and reflect upon their own techniques and expressive qualities. For further information or queries contact our Performing Arts teacher Glenda Kostoglou ([gst1@eq.edu.au](mailto:gst1@eq.edu.au)).

In **Physical Education** lessons, students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test their effectiveness to solve movement challenges. They will demonstrate strategies to work in groups and play fairly during tagging games. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)) or Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)).

In **STEM** (Science, Technology, Engineering and Maths), students will explore how they and others use plants. They will investigate where plants come from, why they are important, how they are transported and accessed at school and in the community and how to use them responsibly. They will observe, investigate and gather information to describe how plants are an essential resource for life. Students will use digital systems to collect data and design solutions for simple water problems. For further information or queries contact our STEM teachers Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Kelly Koch ([kkoch4@eq.edu.au](mailto:kkoch4@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)), Hannah Devine ([hgben0@eq.edu.au](mailto:hgben0@eq.edu.au)), Chloe Langham ([cleut5@eq.edu.au](mailto:cleut5@eq.edu.au)).

In **Italian** students will continue to develop their Italian language skills through a real-life experience of interacting, ordering and paying for a gelato in Italian from an Italian native speaker with his Gelato Cart. 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](mailto:smcev13@eq.edu.au)) and Connie Lammertsma ([clamm17@eq.edu.au](mailto:clamm17@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 identify counting patterns, and interpret simple maps of familiar locations to identify key features. Students will also explain the effects of one-step transformations and collect data to represent and interpret.

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 often 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 in today's events. In particular they will explore how technology from the past and present is used.

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 identify intended purposes and meanings as they listen to music using the elements of music including pitch, dynamics and tempo as well as beginning to develop the skills necessary to play the ukulele correctly and safely. For further information or queries contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)).

In **Performing Arts**, students will express a theme through a series of movements, and experience the elements of dance: body, space, time, dynamics and relationships. They will describe where and why there is dance. For further information or queries contact our Performing Arts teacher Glenda Kostoglou ([gkost1@eq.edu.au](mailto:gkost1@eq.edu.au)).

In **Physical Education** lessons, students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test their effectiveness to solve movement challenges. They will demonstrate strategies to work in groups and play fairly during tagging games. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)) or Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)).

In **STEM** (Science, Technology, Engineering and Maths), students will explore how they and others use water. They will investigate where it comes from, how it is collected, transported and accessed at school and in the community and how to use it responsibly. They will observe, investigate and gather information to describe how water is an essential resource for life. Students will use digital systems to collect data and design solutions for simple water problems. For further information or queries contact our STEM teachers Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Kelly Koch ([kkoch4@eq.edu.au](mailto:kkoch4@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)), Hannah Devine ([hgben0@eq.edu.au](mailto:hgben0@eq.edu.au)), Chloe Langham ([cleut5@eq.edu.au](mailto:cleut5@eq.edu.au)).

In **Italian** students will continue to develop their Italian language skills through a real-life experience of interacting, ordering and paying for a gelato in Italian from an Italian native speaker with his Gelato Cart. 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](mailto:smcev13@eq.edu.au)) and Connie Lammertsma ([clamm17@eq.edu.au](mailto:clamm17@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 investigate “The Lorax”, 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. They will also explore ways to model and represent simple fractions of shapes and collections. Students will learn to tell time to the nearest minute and read and write analogue and digital times. 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 participate in a Bike Safety excursion to the Redcliffe PCYC where they 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 **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](mailto:jmalm0@eq.edu.au)).

In **Performing Arts**, students develop a series of movements based upon a mood, incorporating the elements of dance: body, shape, time, dynamics and relationships. They will perform using facial expression and eye line. They will describe the similarities and differences between their class dance and one that they view. For further information or queries 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)).

In **Physical Education** lessons, students will develop and apply the fundamental movement skill of kicking, as well as the game skills required to participate in Soccer. They will adopt inclusive practices and apply strategies for working cooperatively. They will also apply rules fairly. 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)) or Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)).

In **STEM** (Science, Technology, Engineering and Maths) 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 create an information system to share this data in table and graphical form. Students will also interpret the data and make links to their scientific understandings. For further information or queries contact our STEM teachers Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Kelly Koch ([kkoch4@eq.edu.au](mailto:kkoch4@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)), Hannah Devine ([hgben0@eq.edu.au](mailto:hgben0@eq.edu.au)), Chloe Langham ([cleut5@eq.edu.au](mailto:cleut5@eq.edu.au)).

In **Italian**, students will use language to explore the concept of housing in Italy and make connections with their own personal spaces within their homes. Students will describe the positioning of different objects within rooms of a house using adjectives and prepositions in a written and Illustrated picture book. For example, Dov’è la palla in cucina? La palla è sotto la sedia. They will contribute to a Dov’è? class picture book by writing and illustrating to show the use of prepositions. For further information or queries, contact our Italian Teachers, Connie Lammertsma ([clamm17@eq.edu.au](mailto:clamm17@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 an Aboriginal dreaming story.

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. They will list the probabilities of everyday events using the language of probability and identify sets of events as independent or dependent. Students will make connections between fractions and decimal notation up to two decimal places and locate decimals on a number line. They will interpret information contained in maps and describe directions using compass points and the language of transformation.

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 Aboriginal people.

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 use elements of music including pitch, tempo, dynamics and timbre to compare and describe Australian music. They will learn chords and strumming techniques on the ukulele. For further information or queries contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)).

In **Performing Arts**, students structure a series of movements based upon a story, incorporating the elements of dance: body, shape, time, dynamics and relationships. They will perform using facial expression and eye line. They will describe the similarities and differences between two dances they view. For further information or queries contact our Performing Arts teacher Glenda Kostoglou ([gkost1@eq.edu.au](mailto:gkost1@eq.edu.au)).

In **Physical Education** lessons, students will develop and apply the fundamental movement skill of kicking, as well as the game skills required to participate in Soccer. They will adopt inclusive practices and apply strategies for working cooperatively. They will also apply rules fairly. 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)) or Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)).

In **STEM** (Science, Technology, Engineering and Maths) students will explore the impacts of soil erosion and how this informs decisions. They will conduct investigations using tables and graphs to organise and identify patterns in data, use drawings to communicate observations and suggest explanations based on their observations. Students will also interpret infographics that represent the same data in a range of ways and create their own infographic to communicate their scientific understanding about erosion. For further information or queries contact our STEM teachers Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Kelly Koch ([kkoch4@eq.edu.au](mailto:kkoch4@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)), Hannah Devine ([hgben0@eq.edu.au](mailto:hgben0@eq.edu.au)), Chloe Langham ([cleut5@eq.edu.au](mailto:cleut5@eq.edu.au)).

In **Italian**, students will explore the concept of cuisine and ways of communicating about eating practices. They will follow simple instructions to prepare a recipe, demonstrate understanding of singular and plural forms, and reflect on eating practices making comparisons between language and culture relating to Italian and own eating practices. For further information or queries, contact our Italian Teacher, Connie Lammertsma ([clamm17@eq.edu.au](mailto:clamm17@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. They will also investigate the ideas of symmetry and transformation, describe transformations of 2-D shapes and identify line and rotational symmetry.

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 **Music**, students will explore elements of music including rhythm, pitch, tempo and dynamics using tuned, un-tuned instruments to create rhythmic ostinatos. They will perform and improvise rhythms and body percussion. For further information or queries, contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)).

In **Performing Arts**, students will communicate a series of movements with a social, cultural and historical context using choreographic devices, the elements of dance and expressive qualities to communicate. They will reflect upon their choices using dance terminology and describe the influences in their dance. For further information or queries contact our Performing Arts teacher Glenda Kostoglou ([gkost1@eq.edu.au](mailto:gkost1@eq.edu.au)).

In **Physical Education** lessons, students will develop specialised movement skills within different fitness contexts. They will participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)) or Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)).

In **STEM** (Science, Technology, Engineering and Maths), students will explore how the Earth is part of a system of planets orbiting around the sun. They will engage with a variety of digital technologies (coding and robotics and augmented reality) and use these experiences to develop the interface for an app or website (using keynote or a coding app of their choice) that shares their understanding of our solar system and associated planets. For further information or queries contact our STEM teachers Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Kelly Koch ([kkoch4@eq.edu.au](mailto:kkoch4@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)), Hannah Devine ([hgben0@eq.edu.au](mailto:hgben0@eq.edu.au)), Chloe Langham ([cleut5@eq.edu.au](mailto:cleut5@eq.edu.au)).

In **Italian**, students will explore the concept of a dream home to reflect their personality by creating a dream home for themselves or a fictional character. They will create a model of their dream home and write a magazine article. They will identify and explain the text structures and language features used on the magazine page. For further information contact our Italian teacher, Connie Lammertsma ([clamm17@eq.edu.au](mailto:clamm17@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 connect fractions, decimals and percentages as different representations of the same number and learn how to calculate common percentage discounts on sale items. Students will also 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 **Music**, students will respond to music from movies using the elements of music including rhythm, pitch, tempo, dynamics and timbre. Students will compose music using untuned and digital instruments on the GarageBand app. For further information or queries contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)).

In **Performing Arts**, students will communicate a dance with a social, cultural and historical context through using choreographic devices, the elements of dance and expressive qualities. They will choreograph and reflect upon their work and dance style. For further information or queries contact our Performing Arts teacher Glenda Kostoglou ([gkost1@eq.edu.au](mailto: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](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)).

In **STEM** (Science, Technology, Engineering and Maths), 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. Students will learn about the components of digital systems and how they form networks by coding Micro:bits to create their own seismometer. 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 Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Kelly Koch ([kkoch4@eq.edu.au](mailto:kkoch4@eq.edu.au)), Sarah Hills ([sgree243@eq.edu.au](mailto:sgree243@eq.edu.au)), Hannah Devine ([hgben0@eq.edu.au](mailto:hgben0@eq.edu.au)), Chloe Langham ([cleut5@eq.edu.au](mailto:cleut5@eq.edu.au)).

In **Italian**, students will explore the concept of daily routine and free time in Italy and reflect on their own weekly routine. They will create personal timetables and consulting the timetable, they will plan outings, expressing preferences, availability and unavailability, with friends. For further information or queries, contact our Italian Teacher, Connie Lammertsma ([clamm17@eq.edu.au](mailto:clamm17@eq.edu.au)).