

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

In **Music**, students will explore beat, sound, silence, fast, slow, long, short, high, low, and tone colour of classroom percussion through the story ‘We’re Going on a Bear Hunt’. For further information or queries contact our Music teacher Janet Almond (jimalm0@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 improvise movements for characters and feelings, record their movements and reflect upon their own performances. For further information or queries contact our Performing Arts teacher Glenda Kostoglou (gst1@eq.edu.au) or Claire Morrell (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 the analogue and digital clock. 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 skills that students need to learn 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 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 Theresa Verster (txver0@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Kelly Koch (kkoch4@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Hannah Devine (hgben0@eq.edu.au), Chloe Langham (cleut5@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) or Tyson Newell (tnewe20@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).

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).

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 create their own non-locomotor movements to the beat and respond to dances that they view. For further information or queries contact our Performing Arts teacher Glenda Kostoglou (gkost1@eq.edu.au) or Claire Morrell (clmor0@eq.edu.au).

Year 1/2 Term 4 Curriculum Overview

In **English**, students will read books about a dog called Fearless, who is actually full of fear. They will investigate the ways in which the author creates stories with a problem and a solution. Using these understandings, students will create their own narrative with a new adventure for Fearless.

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**, our year one students will describe and read o'clock and half-past times on the analogue and digital clock. 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. Our year two students will describe the features of Australian coins, count collections of coins and notes, make and compare money amounts, 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 money skills are basic skills that students need to learn 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 can be sensed. They will design a toy that will produce sound or light and pose investigation questions and make predictions about the toys sound. Students will communicate ideas and evaluate their design choices to meet a purpose. For further information or queries contact our STEM teachers Theresa Verster (txver0@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Kelly Koch (kkoch4@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Hannah Devine (hgben0@eq.edu.au), Chloe Langham (cleut5@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) or Tyson Newell (tnewe20@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 re-create a well-known fairy tale in Italian using captions, labels and sentences. The students will collate their work to make an Italian fairy tale book to add to the school library. For further information or queries, contact our Italian teachers Connie Lammertsma (clamm17@eq.edu.au) or Shona McEvoy (smcev13@eq.edu.au).

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 (jalm0@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) or Claire Morrell (clmor0@eq.edu.au).

Year 2 Term 4 Curriculum Overview

In **English**, students will investigate characters in a range of texts, exploring the ways in which authors use words and pictures to create interesting characters. They will read several picture books including *Rose meets Mr Wintergarden* and *The Highway Rat*, and use their writing skills to create a new event for one of the characters.

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, 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. They will describe changes that could affect how a toy moves and will pose questions and make predictions through investigations. Students will design a toy that uses push or pull and evaluate their designs based on personal preferences and communicate design ideas through drawings and sequenced steps. For further information or queries contact our STEM teachers Theresa Verster (txver0@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Kelly Koch (kkoch4@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Hannah Devine (hgben0@eq.edu.au), Chloe Langham (cleut5@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) or Tyson Newell (tnewe20@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 re-create a well-known fairy tale in Italian using captions, labels and sentences. The students will collate their work to make an Italian fairy tale book to add to the school library. For further information or queries, contact our Italian teachers Connie Lammertsma (clam17@eq.edu.au) or Shona McEvoy (smcev13@eq.edu.au).

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).

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. They will create movements to the beat for their theme. For further information or queries contact our Performing Arts teacher Glenda Kostoglou (gst1@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 and identify symmetry in the environment. They will also 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 as they do these jobs. 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 **STEM** (Science, Technology, Engineering and Maths), students will understand that heat is energy; heat can move and temperature can change. Students will know four different sources of heat – chemical, solar, electrical and rubbing (friction). They will know that conductors let heat move through them and insulators don't and keep the heat in. Students will use this understanding to create a solar oven. For further information or queries contact our STEM teachers Theresa Verster (txver0@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Kelly Koch (kkoch4@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Hannah Devine (hgben0@eq.edu.au), Chloe Langham (cleut5@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 in 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), Shona McEvoy (smcev13@eq.edu.au) or Tyson Newell (tnewe20@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 use Italian to explore the concept of places in the community and will role-play everyday community interactions including shopping. From buying a movie ticket to purchasing bananas with Euros, students will experience the cultural buzz of the Mercato! For further information or queries, contact our Italian teacher Connie Lammertsma (clamm17@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 (jmalmo@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 their class dance and one that they view. They will create movements for a mood. For further information or queries contact our Performing Arts teacher Glenda Kostoglou (gkost1@eq.edu.au).

Year 4 Term 4 Curriculum Overview

In **English**, students will focus on persuasive texts as they read and analyse a range of magazines and advertisements. They will demonstrate their understanding of these texts and the language used as they create their own multimodal advertisement.

Advertising and 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 and pictures 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 using 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. Students use understanding to explain unknown values, they use fluency when using inverse operations to complete number sentences, they 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 **STEM** (Science, Technology, Engineering and Maths), students will observe forces in their everyday lives, including forces related to simple machines. They describe the components of simple systems, such as stationary objects subjected to pushes and pulls, and show how objects move when subjected to pushes and pulls. They will explore the gravitational and frictional forces and use their understanding to design their own pinball machine. For further information or queries contact our STEM teachers Theresa Verster (txver0@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Kelly Koch (kkoch4@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Hannah Devine (hgben0@eq.edu.au), Chloe Langham (cleut5@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 in 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), Shona McEvoy (smcev13@eq.edu.au) or Tyson Newell (tnewe20@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 the fairy tale of Cappuccetto Rosso 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 Connie Lammertsma (clamm17@eq.edu.au).

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 performance. For further information or queries contact our Music teacher Janet Almond (jalm0@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. They will create sequences for a story dance. For further information or queries contact our Performing Arts teacher Glenda Kostoglou (gkost1@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 both the book and movie versions. They 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 with students 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 life, 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 **STEM** (Science, Technology, Engineering and Maths), students will explore the transfer of light and use this understanding to design a lighting system for a specific purpose. Students will pose questions and make predictions about the effects of changing variables when planning investigations. They will explore how materials impact on their lighting systems and record design ideas using simple ray diagrams. For further information or queries contact our STEM teachers Theresa Verster (txver0@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Kelly Koch (kkoch4@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Hannah Devine (hgben0@eq.edu.au), Chloe Langham (cleut5@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 a variety of physical activities. For further information or queries, contact our PE teachers Nick Hills (nhill96@eq.edu.au) or Tyson Newell (tnewe20@eq.edu.au).

In **Health**, students will identify changes that occur in bodies during puberty and learn about the human lifecycle. 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 card games and board games exploring the language used in game play. They will create an Italian game for Year Twos based on the fairy-tale of The Three Bears. For further information or queries, contact our Italian teacher Connie Lammertsma (clam17@eq.edu.au).

In **Music**, students will explore elements of music including rhythm, pitch, tempo and dynamics using tuned, un-tuned and digital musical instruments. Students will use the app GarageBand to create a composition with rhythmic loops. For further information or queries, contact our Music teacher Janet Almond (jmal0@eq.edu.au).

In **Performing Arts**, students will create and perform a series of movements with a musical theatre context using choreographic devices, the elements of dance and expressive qualities to communicate. They will reflect upon their choices using dance terminology. For further information or queries contact our Performing Arts teacher Glenda Kostoglou (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 be involved in a guided inquiry that will investigate change over time and the justification of using data to inform. They will 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 **STEM** (Science, Technology, Engineering and Maths), 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 design their own alarm system. For further information or queries contact our STEM teachers Theresa Verster (txver0@eq.edu.au), Michelle Burris (mburr9@eq.edu.au), Kelly Koch (kkoch4@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Hannah Devine (hgben0@eq.edu.au), Chloe Langham (cleut5@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 a variety of physical activities. For further information or queries, contact our PE teachers Nick Hills (nhill96@eq.edu.au) or Tyson Newell (tnewe20@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 explore the fairy-tale of *Giacco e il Fagiolo* focussing on how emotions are associated with personal experiences of change; as well as learning about the use of negation, repetition and the past tense. Using the fairy-tale structure, students will create a new story with new characters, dramatizing the story with intonation to show emotion. For further information or queries, contact our Italian teacher Connie Lammertsma (clamm17@eq.edu.au).

In **Music**, students will score music for a silent film, matching action with music and sound effects using untuned classroom percussion instruments and digital instruments on the GarageBand app. For further information or queries contact our Music teacher Janet Almond (jmalmo@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).