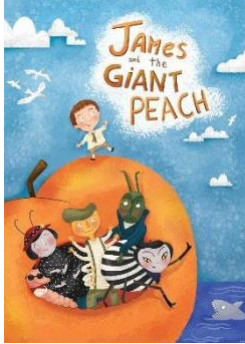












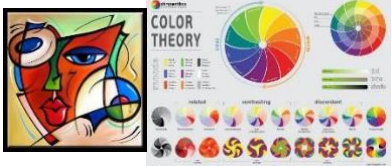





	Term 1	Term 2	Term 3	Term 4
English	<p><b>James and the Giant Peach – Additional Chapter</b></p> <p><i>In this unit students listen to, read and view James and Giant Peach. Students will analyse this text and identify structural and language features with an emphasis on author voice. They will create an additional chapter in a similar style. (Students will use the mentor text to scaffold their own writing)</i></p>  <p><i>The 6+1 Traits will form the basis of the writing teaching sequence and feedback cycle.</i></p> <p><u>Diagnostic Assessment</u> – Writing Sample</p> <p><u>Summative Assessment</u> – Observations, consultations and samples of work, Additional Chapter, Reading Comprehension assessment</p>	<p><b>Jingeri Jimbelung (Hello Friend)</b></p>  <p><i>In this unit students listen to, read and view a range of indigenous stories. Students will comprehend texts to identify characters emotions and feelings, literal and inferential information, messages of stories and differences between traditional and contemporary stories.</i></p> <p><i>Students will plan and present an oral review of a text read during the unit.</i></p> <p><b>Fun with Poetry</b></p>  <p><i>In this unit students identify and analyse the literary devices used in poetry by various authors. They will create a humorous poem to present to a familiar audience.</i></p> <p><u>Diagnostic Assessment:</u> PROBE, PAT-R, Words Their Way Test</p> <p><u>Summative Assessment:</u> Reading Response, Anthology</p>	<p><b>Read All About It</b></p>  <p><i>In this unit students read and analyse a variety of news reports. They demonstrate understanding by identifying structural and language features. Students will create a short news report about a real or role played event at school.</i></p> <p><u>Diagnostic Assessment</u> –Writing Samples</p> <p><u>Formative Assessment</u> –Observations, consultations and samples of work</p> <p><u>Summative Assessment</u> –News Report</p>	<p><b>Advertising – Radio Advertising</b></p> <p><i>In this unit students listen to, read and view a range of still and moving image advertisements from different times which target children. Students will demonstrate an understanding of the use of language features and techniques, visual elements in composition and audio effects in the advertisements to persuade the target audience.</i></p>  <p><u>Diagnostic Assessment</u> – PAT Reading, Writing Sample, Observations, consultations and samples of work, WTW</p> <p><u>Summative Assessment</u> –Radio Advertisement</p>
Maths	<p><b>Term 1 Maths</b></p> <p><i>Students will work mathematically within the three content strands: Number and Algebra, Measurement &amp; Geometry and Statistics &amp; Probability. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> <li>• Number &amp; Place Value</li> <li>• Measurement</li> <li>• Data Representation &amp; Interpretation</li> </ul> <p>Summative Assessment: Measurement Test</p> <p>Assessment for number is ongoing</p> <p><i>(This unit of work is hyperlinked)</i></p>	<p><b>Term 2 Maths</b></p> <p><i>Students will work mathematically within the content strands: Number &amp; Algebra and Measurement &amp; Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> <li>• Number &amp; Place Value</li> <li>• Measurement</li> </ul> <p>Summative Assessment: Assessment for number is ongoing</p> <p><i>(This unit of work is hyperlinked)</i></p>	<p><b>Term 3 Maths</b></p> <p><i>Students will work mathematically within the content strand: Number and Algebra. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will commence this term.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> <li>• Number &amp; Place Value</li> <li>• Fractions &amp; Decimals</li> <li>• Money &amp; Financial Mathematics</li> <li>• Measurement</li> <li>• Shape</li> </ul> <p>Assessment for number is ongoing</p>	<p><b>Term 4 Maths</b></p> <p><i>Students will work mathematically within the two content strands: Number &amp; Algebra and Measurement &amp; Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will continue this term.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> <li>• Number &amp; Place Value</li> <li>• Fractions &amp; Decimals</li> <li>• Patterns &amp; Algebra</li> <li>• Measurement</li> <li>• Location &amp; Transformation</li> </ul> <p>Assessment for number is ongoing</p> <p>Summative Assessment:</p>

Science	<p><b>Earth and Space Sciences – The Earth’s Changing Face</b> The Tamborine Mountain Historical Society has been given an old hand drawn map found buried in a rusty, old tin. They have asked students to help them identify the unknown Mountain location shown on the map. Students will study rocks and soils and learn how natural processes including weathering, erosion and human activity can cause changes to landscapes.</p>  <p><b>Assessment – Fortnightly Quiz, Erosion Investigation, Map and Photo Match/Justification , Short Answer Quiz</b></p>	<p><b>Physical Sciences - Forces</b> Students discover that contact (friction and air resistance) and distant forces (magnetism and gravity) can affect the motion of objects and they will learn how to draw force arrow diagrams to represent their understanding. They will use the elements of a fair test to study the effects of friction.</p>  <p><b>Assessment – Portfolio of work – forces Science – Notebook</b></p>	<p><b>Chemical Sciences – The Perfect Package</b> Students take on the role of material scientists to explore the physical properties of a selection of natural and processed materials. They use their findings to determine which material would be the most suitable for constructing a gift box to hold a biscuit to send to a friend in the mail. Decomposition, absorbency, compressive strength and thermal insulation capacity properties will be investigated.</p>  <p><b>Assessment – True/False Quiz, Biscuit Box Design and Self-Assessment , Short Answer Quiz</b></p>	<p><b>Biological Sciences – Living Together</b> Through a series of inquiry-based learning activities, students explore the concept of interdependence as it relates to the life cycles of bees, ants and flowering plants. The structures of seeds and flowers are examined and an investigation of various seed dispersal methods is planned and conducted.</p>  <p><b>Assessment –Investigation</b></p>
Humanities and Social Sciences	<p><b>HASS – HISTORY First Fleet</b> Students will explore conditions of life in 18<sup>th</sup> Century England. They will discover the reasons for the First Fleet, who travelled on the First Fleet, key dates and experiences of those on board and first impressions of Australia. They will investigate the journey of one world navigator/explorer in the late 18<sup>th</sup> century. This unit will be a 7-week unit. Only this unit contains the summative assessment piece for this semester. A second unit on “First Contact” will be taught in Term 2, however; only formative assessment will be used. <b>Assessment - Portfolio of Evidence: Collection of students’ work including Quiz-18<sup>th</sup> Century England, Timeline, Map of Cook’s Voyages, and compare and contrast task.</b></p> 	<p><b>HASS – HISTORY First Contacts</b> Students will explore the effect that the first contact had on Aboriginal peoples and Torres Strait Islanders Peoples. Students will use Dr Ernie Grant’s holistic teaching and learning framework to investigate life before and after contact.</p> 	<p><b>HASS – GEOGRAPHY Mapping</b> Students will learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. <b>Assessment – Portfolio of work</b></p>	
Visual Art	<p><b>Art Portfolio</b> Students will utilise a variety of art conventions including line, pattern, colour, symmetry and material selection to create effective art designs. The art tasks reflect the English unit on James and the Giant Peach. <b>Assessment – Portfolio of 3 main artworks</b></p>	<p><b>Artworks from the past, and from different cultures</b> Students have been exploring</p> <ul style="list-style-type: none"> <li>c) Tones, tints and shades using colours - mixed with white or black</li> <li>d) Colours and decorative techniques used by Aboriginal people</li> </ul> <p>They will create different pieces to add to a portfolio of work:</p> <ul style="list-style-type: none"> <li>• A tonal collage</li> <li>• Bark painting</li> <li>• A contemporary interpretation of Aboriginal artwork</li> </ul>	<p><b>3D drawing and pattern power</b> Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</p>  <ul style="list-style-type: none"> <li>• Geometric Balance drawing</li> <li>• Pattern Power</li> <li>• Primaries Performing</li> </ul>	<p><b>Colour, Cubism and Symmetry</b> Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</p>  <ul style="list-style-type: none"> <li>• Colour wheel and theory</li> <li>• Cubist Head/Object</li> <li>• Symmetry</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p><b>Introduction to the Ukulele and other tuned/ untuned instruments/ Beat and Rhythm</b>          In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on: Ukulele and other tuned/ untuned instruments  <b>Students will focus on:</b></p> <ul style="list-style-type: none"> <li>• Beat - Steady Beat</li> <li>• Rhythm pattern</li> <li>• Improvise/create</li> <li>• Strumming</li> <li>• Open strings</li> <li>• Notation</li> <li>• Key vocabulary</li> <li>• Posture</li> <li>• Chords</li> </ul> <p><b>Assessment: Ongoing observations, consultations and peer assessment</b></p>	<p><b>Beat &amp; Ukulele</b>          In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on: Ukulele and other tuned/ untuned instruments  <b>Students will focus on:</b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Steady Beat</li> <li>• Strumming in time</li> <li>• Chord</li> <li>• Chord Charts</li> <li>• Ukulele Picks</li> <li>• Song Sheets</li> <li>• Composition</li> <li>• Create</li> <li>• Improvise</li> <li>• Perform</li> </ul> <p><b>Assessment: Ongoing observations, consultations and peer assessment</b></p>	<p><b>Guitar Heroes</b>          In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on: Ukulele and other tuned/ untuned instruments  <b>Students will focus on:</b></p> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Steady Beat</li> <li>• Strumming in time</li> <li>• Chord</li> <li>• Chord diagram</li> <li>• Strings not played marked with x</li> <li>• Song Sheets</li> <li>• Dynamics</li> <li>• Damping</li> </ul> <p><b>Assessment: Ongoing observations, consultations and peer assessment</b></p>	<p><b>Chorus and Verse and All That Jazz A: Texture Mastering the Recorder/Tuned and untuned percussion</b>          In this unit, the students will focus on the musical elements of <b>Form</b> and <b>Style</b>.  <b>Listening</b>          To identify different sections in music; verse and chorus, introduction and endings          To show awareness of different musical styles          To identify the different stylistic qualities of different musical cultures, in particular, those of trad jazz  <b>Performing</b>          To demonstrate awareness of different sections and phrases using the voice, instruments or movement          To demonstrate awareness of different musical styles through movement and playing  <b>Creating</b>          To invent simple movements and compositions which show awareness of phrases and sections          To respond to different styles by improvised movement and playing  <b>Reading and Writing</b>          To see and use the relationship between visual representation and what is heard          To see and use visual representation in relation to different styles</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dance/Drama</p>			<p><b>Introduction to Dance: Exploring The Elements of Dance (6 Weeks)</b></p> <p>Students will participate in a variety of activities as they explore the basic elements of dance. They will work independently, in pairs and in small groups as they investigate how BASTE (Body, Action, Space, Time and Energy) are the fundamental concepts and vocabulary that help to develop movement skills and understand dance as an artistic practice.</p> <p><b>Assessment – Observations</b></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design Technology</p>	<p><b>James and the Giant Peach board game</b>          In English, students have been sharing and creating an additional chapter to “James and the Giant Peach”. Students will analyse what makes board games great and then design and create their own. Students will then have a game day expo where Yr 3 students will be invited to play the games.</p>		<p><b>Design a Superhero Costume</b></p> <p>Students will analyse what makes an effective Super Hero and then design and create their own.</p>  <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify and analyse the purpose and context for design ideas</li> <li>• generate design ideas that match requirements</li> <li>• communicate the details of their designs using 2D or 3D visual representations</li> <li>• select resources, techniques and tools to make products</li> <li>• plan production procedures by identifying and sequencing steps</li> <li>• make products to match design ideas by manipulating and processing resources</li> <li>• evaluate products and processes to identify strengths, limitations, effectiveness and improvements</li> <li>• reflect on learning to identify new understandings and future applications</li> </ul>	<p><b>Design the Product for an Advertising Campaign</b></p> <p>Students will analyse what makes an effective product to appeal to children and then design and create their own.</p>  <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify and analyse the purpose and context for design ideas</li> <li>• generate design ideas that match requirements</li> <li>• communicate the details of their designs using 2D or 3D visual representations</li> <li>• select resources, techniques and tools to make products</li> <li>• plan production procedures by identifying and sequencing steps</li> <li>• make products to match design ideas by manipulating and processing resources</li> <li>• evaluate products and processes to identify strengths, limitations, effectiveness and improvements</li> <li>• reflect on learning to identify new understandings and future applications</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Digital Technology</p>	<p><b>In this unit students will create a Yugambeh quiz game in Scratch:</b></p> <ul style="list-style-type: none"> <li>• computational thinking – algorithms for sequences of steps and branching</li> <li>• defining problems</li> </ul> <p>Students will explore branching algorithms in Scratch. They will produce quizzes for Year 2 and 3 students to use to learn Yugambeh words. They will test and evaluate their own and peers’ algorithms.</p>			





**Cross Country & Fitness**

In this band students build on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

- Locomotor skills including: Running, jogging, changing speeds, animal movements and balancing.
- Understanding fitness and changes to the body
- Fitness components with continuous running and skipping.

**Athletics**

In this band students build on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

- Locomotor skills including: Running, jogging, jumping and throwing.
- Understanding fitness and changes to the body.
- Understanding the difference between explosive and endurance training.

**Touch Football**

In this band students build on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

- Locomotor skills including: Running, stepping and passing.
- Understanding fitness and changes to the body.
- Understanding and apply team work to game situations.

**Cricket**

In this band students develop their knowledge and skills of cricket while improving overall hand and eye co-ordination. They will continue to build on positive ways to interact with others and demonstrate fundamental movement skills while solving movement challenges.

- Hitting and striking the ball with correct technique.
- Bowling with a straight arm to a target.
- Hitting and catching in small groups.
- Modified games (diamond cricket).

