

This provides an overview of the term's work but does not include all the content covered. A degree of flexibility applies to enable learning to be personalised and matched to individual student needs.

English - Australian Curriculum

Students will:

- create a variety of texts for a range of purposes;
- identify that texts serve different purposes and that this affects how they are organised;
- respond to text drawn from a range of cultures and experiences;
- use their knowledge of the relationship between sounds and letters, high-frequency words and punctuation to make meaning during reading;
- listen to others when taking part in conversations, using appropriate language and interaction skills;
- spell high-frequency words and words with regular spelling patterns;
- use capital letters and full stops and form upper- and lower-case letters.

Mathematics- Australian Curriculum

Applying the proficiency strands of **understanding**, **fluency**, **problem-solving** and **reasoning** and supporting the development of mathematical knowledge by:

- using the language of direction to move from place to place;
- ordering objects based on lengths using informal units;
- recognise and describe one-half as one of two equal parts of a whole;
- tell time to the half-hour;
- recognise and classify familiar two-dimensional shapes objects using obvious features.

Science- Australian Curriculum

Students will respond to questions, make predications and participate in guided investigations of everyday phenomena. They will follow instructions to record and sort their observations and share them with others.

Term 3 Calendar Dates

24th July – 29th September 2017

Friday 11th August

VIP Parade

Friday 25th August

Book Week Parade

Friday 1st September

Show Day

Year Level Agreements

Developing positive class culture through establishing expectations based on our school values.

School Values

Caring

Respect

Honesty

Courage

Specialist Areas of Study

Music

Chris Narroway

P.E

Anna Nichol

Jenny Gathard (Sport/Coordination)

Japanese (LOTE)

Bridget McArthur

EALD

Seona Payne

I-Centre

Renee Lynn/Sally Colburn

An Integrated Unity of Inquiry (4 & 5 of 6 for 2017)

Unit of inquiry (weeks 1 to 5) Food

Central idea- We are connected to many different food systems

Curriculum Area: Arts, HASS, Design and Technology

Inquire into:

- **What is a food system? (FORM)**
- **How do food systems work? (FUNCTION)**
- **How are we connected to food systems in our local and global community? (CONNECTION)**



Unit of inquiry (weeks 6-10): Weather (to be revised)

Central idea- Weather changes affect the environment and how people live.

Inquire into:

- **Weather features (Form)**
- **Changes in weather (Change)**
- **The effects on the environment and people. (Causation)**

Year Level Information

Child Protection focus:

- Relationships
- Trust and networks
- Rights and responsibilities

General Capabilities: Literacy, Personal and social capability, Intercultural understanding

Cross-Curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia