



Education in Faith

Students will discuss, reflect on and interpret scripture stories in relation to caring for God's creation.

They will:

- interpret ways personal choices impact community life around the theme of sustainable actions that make a difference
- reflect on ways to participate responsibly and contribute ethically to the local and faith community
- integrate new insights by describing possible implications of our actions for local or global 'sustainable' contexts
- reflect on Gospel values, which can guide our decision making throughout our lives, and identify ways to apply them
- explain the Catholic understanding of Sacraments, especially, The Eucharist.



English

In Reading and Viewing, students will focus on reading and locating information related to our Inquiry topic: 'Sustainability'. They will be exposed to different non-fiction texts in order to find the main idea, collect information, identify facts and opinions, recognise cause and effect and make inferences. This term, we will also introduce 'Literature Circles' where students will be placed in small groups and assigned a novel to read together. The purpose is to encourage thoughtful discussion and an opportunity for students to engage in deeper thinking and reflection through reading and responding to a book.

In Writing, students will be exploring various genres and writing styles, for example, Report writing, Information Reports and Letter writing, with a link to the Tokyo Olympics. They will be given a 'free choice' writing piece, each week, to allow them to continue to be exposed to a range of genres, as well as encouraging them to effectively plan, draft, edit, revise and publish, within a set time frame.

In Term three, students will continue to follow the weekly SMART spelling approach, using syllable, letter and sound strategies.

<http://www.smartspelling.com.au/>

In Speaking and Listening, students will actively contribute to whole class and small group discussions to clarify ideas and share thoughts. They will be encouraged to listen to others, while responding appropriately to their peers and teachers.



Mathematics

In Number and Algebra, students will be consolidating their understanding of the four mathematical processes. They will use the platform of the 2021 Olympics, to explore fractions, decimals and percentages.

In Measurement and Geometry, students will be investigating Area, Perimeter and Volume. They will use this new knowledge to design a sustainable farm. Students will also investigate Mass and Capacity.

In Statistics and Probability, students will list outcomes of chance experiments. They will carry out investigations with and without the use of technology.

Library

Students will continue to use the Library space to borrow books to take home and read on a regular basis.





Inquiry Learning

Science - 'How does Science impact sustainable living?'

Students will explain how scientific knowledge is used in decision making and investigative processes to hypothesise, test and draw conclusions. They will complete investigations based on Physical, Biological, Chemical and Earth and Space sciences. Students will consider different variables that can impact the outcome of their experiments. They will refer to data, and use appropriate representations, including simple reports, to communicate their ideas, methods, findings and explanations.

Visual Arts

Students will be introduced to the books nominated by The Children's Book Council of Australia for Book Week 2021. They will use these books as inspiration to respond in creative ways. Students will also be looking at the skills in the art area of modelling. They will experiment with soft, malleable materials such as magiclay, plasticine and clay to learn and practice the skills of modelling. This will be a tactile experience where students will plan, make and display their models, using skills, techniques and processes. Students will develop an understanding of where clay comes from, how it reacts to air and ways of retaining its moisture while work is in progress. They will be introduced to new and familiar wooden, metal and plastic tools that they will use for sculpting and creating patterns and texture of the clay. Students will learn the importance of joining clay using the correct method, and use this to create pieces of art. The students will take a closer examination of the art work of Shaun Tan. They will research his creative process and inspiration before creating their own figure, inspired by his work.

Performing Arts

To begin Term 3, the students will be involved in activities to celebrate NAIDOC Week. Through an *Arts* lens, they will learn about the history and culture of Aboriginal and Torres Strait Islander peoples, and explore how Aboriginal traditions are maintained through our ever-changing society. The main focus of the term will be *Musical Theatre*. Throughout a series of practical lessons, the students will learn and rehearse a class item, based on a famous Broadway Musical. They will experience a combination of music, song, spoken dialogue and dance, and refine their use of gesture, movement, voice and language, to effectively express a character, as they work towards performing their class item at this year's whole school production.

Physical Education

Students will start off the term with an Athletics unit in preparation for Athletics Trials Day. They will practise the correct techniques, in a number of athletic events, including shot put, discus, long/triple jump, hurdles and relays. Students will then participate in a unit of Gymnastics and FreeG, where they will perform a variety of rotation skills, individual and group static balances, spring and landings, varying in complexity for individual students. They will be required to work as a group to link movements learnt to form a routine that will be presented. FreeG combines gymnastics skills with obstacle training and freestyle movement where students will develop their coordination, strength and agility.



Japanese

Students will begin the term focussing on Japanese prepositions, including the use of kanji, to describe locations. Our main unit is called '*I went to Japan!*' and will focus on an imaginary trip to Japan that they will take. Students will learn about and discover different places in Japan, including popular foods and sights. They will construct sentences, using the past tense verbs 'went' and 'saw', in Japanese.