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<th>Term 3</th>
<th>Unit 3</th>
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<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
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<tr>
<td><strong>Unit 1</strong></td>
<td>Short stories</td>
<td>Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.</td>
<td><strong>Examine persuasive techniques in news reports</strong></td>
<td><strong>Exploring literary texts by the same author</strong></td>
<td><strong>Interpreting a literary text</strong></td>
<td><strong>Comparing informative texts</strong></td>
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<td><strong>Text type:</strong></td>
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<td><strong>Unit focus:</strong></td>
<td>Students understand the process of creating a persuasive text.</td>
<td>Students identify the author's purpose and audience.</td>
<td>Students understand the structure of the text.</td>
<td>Students create their own persuasive text.</td>
<td>Students evaluate the effectiveness of persuasive devices.</td>
<td>Students create a multimedia text.</td>
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- **Short stories**
  - Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.

- **Writing a short story**
  - In this unit, students read and view short stories, and write a short story about a character that faces a conflict. Students will also reflect on the writing process when making and explaining editorial choices.

- **Examining persuasive techniques in news reports**
  - A variety of text types: - example recipe, manual of instructions and directions, text book with description of natural phenomena, recount of events, rules and laws

- **Exploring literary texts by the same author**
  - A range of text types: - example recipe, manual of instructions and directions, text book with description of natural phenomena, recount of events, rules and laws

- **Interpreting a literary text**
  - A range of text types: - example recipe, manual of instructions and directions, text book with description of natural phenomenon, recount of events, rules and laws

- **Comparing informative texts**
  - A range of text types: - example recipe, manual of instructions and directions, text book with description of natural phenomena, recount of events, rules and laws
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<td><strong>UNIT 1: Exploring a diverse world</strong></td>
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<td><strong>Public Speaking Comp</strong></td>
<td><strong>UNIT 2: Exploring the roles and responsibilities of governments and citizens in Australia.</strong></td>
<td><strong>UNIT 2: Making decisions to benefit my community</strong></td>
<td><strong>UNIT 2 Term 4</strong></td>
<td><strong>UNIT 2: Transforming Text</strong></td>
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<td>Students take a global view of geography and build their understanding of the concepts for geographic understanding of place and space and interconnections.</td>
<td>Students will design travel itineraries. They will identify transport options, tourist attractions and sites of historical and cultural significance. They will present reasons for their choices.</td>
<td>Excursion Sydney Canberra</td>
<td><strong>UNIT 7</strong>: Connections with other countries Students draw on studies at different scales, including Australia, major countries of Asia, or a region within Asia to understand that the characteristics of places are affected by global and local influences, and that places are becoming increasingly connected at the same scale and across scale.</td>
<td><strong>UNIT 2: Exploring the roles and responsibilities of governments and citizens in Australia.</strong> Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. Excursion Sydney Canberra</td>
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| **Health** | 4 | **Unit 1:** Who influences me?  
In this unit, students explore how important people in their lives, and the media, can influence health behaviour. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers. | **Unit 2:** Let’s all be active  
In this unit students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. | **Unit 3:** What am I drinking?  
Students explore the food and drink items that contribute to a person being healthy with a focus on soft drinks, energy drinks and fruit juice, the effects they have on the body and alternatives available. | **Unit 4:** Transitioning  
Students explore the concept of transitioning to high school, the challenges, the feelings, the issues that are typically encountered and how the transition can be smoothly facilitated. | **Unit 5:** Advanced Introductions  
This term, the students will be learning to use Japanese language to operate in a number of different social settings such as opening the door for someone, asking for directions and checking if someone is ok. The students will also be building on their knowledge of self-introductions by learning how to say where they are from (country or town) and where they live. | **Unit 6:** What is the Weather like today?  
This term, students will be learning how to read a clock in Japanese and tell the time, use a calendar to say the days of the week and months of the year and also explore the weather and seasons in Japan. The students will be learning about how Japan has a very different climate to Australia. | **Unit 7:** Me, Myself and I  
Beginner Stage  
This term, students will be learning how to introduce themselves, say their name, age, profession (student) and some family words. The students will also be looking at Japanese families and examining if they are different or similar to Australian families. | **Unit 8:** Glockenspiel Fever!  
- Gain an understanding of basic notation  
- Further consolidate an understanding of the difference between rhythm and beat  
- Learn about the time signature and how that applies to music  
- Learn about rhythmic device –ta, titi and za  
- Perform a learnt song on Glockenspiel  
- Explore the concept of “musical through applying musicality to their performances” | **Rounds and Cannons**  
- Gain understanding of rounds and canons  
- Understand the role of repetition in music  
- Understand 4/4 time, 3/4 time and 2/4 time and how to write rhythmic devices within these time signature  
- Understand tonality and how it effects the mood of the piece (happy, sad)  
- Demonstrate understanding of tonality and repetition in music by developing own Ostinatos to accompany learnt songs | **What it takes to be a musician**  
- Explore how musicality changes according to genre  
- Consolidate notation understanding  
- Learn contrasting songs –play accessible ones on Glockenspiels  
- Learn about melodic ostinato  
- Play and sing Christmas cards that have melodic ostinatos  
- Further consolidate understanding of time signatures 4/4 and ¾ | **Advanced Introductions**  
Beginner Stage  
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Beginner Stage  
In this term, the students are exploring how to describe a day at the zoo. Students will be learning animal names (nouns), colours (adjectives), basic description words (adjectives), body parts (nouns) and also country names (nouns). Students will be building on their knowledge from last term, by being able to talk about where the zoo animals are from. |

**Japanese**

- **Unit 1:** Beginner Stage  
This term, students will be learning how to introduce themselves, say their name, age, profession (student) and some family words. The students will also be looking at Japanese families and examining if they are different or similar to Australian families.  
- **Unit 2:** Learn about the basics of music  
- Learn to identify high and low sounds  
- Learn to identify so and me aurally  
- Learn about ta and titi  
- Learn basic movement songs  
- Begin understandings” of “Beat  
- Learn about rhythmic devices –ta, titi and za  
- Perform a learnt song on Glockenspiel  
- Explore the concept of “musical through applying musicality to their performances”  
- What is the Weather like today?  
This term, students will be learning how to read a clock in Japanese and tell the time, use a calendar to say the days of the week and months of the year and also explore the weather and seasons in Japan. The students will be learning about how Japan has a very different climate to Australia.  
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### Weekly Time Allocations at Walkerston State School

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<thead>
<tr>
<th>Subject</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<tr>
<td>Languages</td>
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<tr>
<td>HPE</td>
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<td>Music</td>
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