# General Information:
Welcome to term 4! This term will see us continue with our afternoon rotations for HASS, Art and Health. This is a great way to prepare the students for high school and gives them all a chance to mix with their full cohort. This term will also consist with swimming lessons as well as end with our end of year Christmas Concert. Just a couple of reminders: banking and religion are on Monday, Library is Wednesday morning, LOTE is Monday and Thursday and PE and Music are on Tuesday and Friday.

## English:
This term, students will listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.

Students will also listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of a text.

## Science:
### Year 4  
**Fast Forces**
In this unit, students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.

### Year 5  
**Matter matters**
In this unit, Matter matters, students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They will represent data and observations in tables and graphs. They will identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. Students will understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.

## Maths:
This term, students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:
- Fractions and decimals: count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths).
- Chance: describe the likelihood of everyday chance events, order events on a continuum.
- Data representation and interpretation: write questions to collect data, collect and record data, display and interpret data.
- Patterns and algebra: investigate and describe number patterns, solve word problems and use equivalent multiplication and division number sentences to find unknown quantities.
- Number and place value: calculate addition and subtraction, using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division, using a range of mental and written strategies, solve problems involving the four operations.

### Year 5
- This term, students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.
- Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of:
  - Chance - order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments
  - Data representation and interpretation - investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion)
  - Using units of measurement - read and represent 24-hour time, convert between 12- and 24-hour time
  - Number and place value - apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples.
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<th><strong>HASS:</strong></th>
<th><strong>Visual Art and Design Technology:</strong></th>
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<td><strong>Year 4: Using Places More Sustainably</strong></td>
<td>This term the students will investigate the six techniques of perspective drawing, including linear perspective which is a mathematical system for projecting the three-dimensional world onto a two-dimensional surface. They will utilise this knowledge to complete a perspective artwork.</td>
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<td>In this unit students will recognise that sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste. They will collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in. Students will also investigate what their custodial responsibility of places and environments are.</td>
<td><strong>Technology:</strong></td>
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<td><strong>Year 5: Migration and the Gold Rush</strong></td>
<td>This term Students will design and construct a percussion instrument using the technology processes of investigation, design, production and evaluation. The assessment focuses on the creation of a design portfolio that evaluates the design process and reflects on learning.</td>
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<td>In this unit, students will recognise key events in Australia during the colonial period after 1800. They will investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration. Students will also investigate the impacts of significant developments and events - the gold rush and the Eureka Stockade.</td>
<td><strong>Health and Physical Education:</strong></td>
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<td><strong>Health:</strong></td>
<td>Students will identify and explain the health-related fitness components used in basketball. They will explain the significance of participation in every day physical activities to their health and wellbeing.</td>
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<td><strong>Year 4</strong></td>
<td>Students will practise specialised movement skills including swimming strokes, lifesaving and survival skills. They will apply and combine these skills in different contexts. Students will apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges.</td>
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<td><strong>Netiquette and online protocols</strong></td>
<td><strong>Year 5</strong></td>
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<td>In this unit students examine and interpret health information about cybersafety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources available locally to support their safety.</td>
<td>In this unit students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</td>
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<td><strong>Music:</strong></td>
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