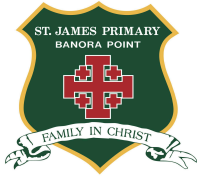


Overview of Learning

Term 4, 2024



Religious Education (RE)	English	Mathematics
<p>We are all created in the image of God and are called to live in harmony with our world. In this unit, students will develop a deeper understanding of God as creator, and will appreciate more fully that creation is good. We are called to be one with each other and the earth community. The unit focuses on developing an understanding of our responsibility to care for God's creation. It also explores our decisions to respect and care for the environment which will affect our world, both now and in the future.</p> <p>This unit explores the concept of journey. We learn about the journeys of people of the Old Testament and God's faithful relationship with them. The unit also examines the New Testament journeys of Mary and Joseph and the Wise Men. During Advent we focus on our preparation for the journey towards Christmas and the second coming of Christ in glory. We focus on ways we can respond to God-with-us on our journeys of faith and life.</p>	<p>In this 5-week unit, students will gain a greater understanding of the textual concepts of 'narrative' and 'genre'. Through studying the text <i>200 Minutes of Danger</i>, students will explore how narratives set up expectations for the reader using predictable structures and familiar characters and situations. Students will analyse excerpts of the text and use these as the basis for their own innovation when creating written texts. Students will plan, draft and revise a narrative using an orientation, complication and resolution structure.</p> <p>In the second unit of the term, students will gain a deeper understanding of the textual concepts of 'theme' and 'argument and authority'. Through the study of the text, <i>Survivors: Inspiring True Stories of Survival</i> by Ben Hubbard, students will identify themes in literature, recognising that there may be multiple themes within and between texts. Students will recognise that an argument may be a single perspective that is presented or defended, and that authors make intentional choices about language, form and effect when presenting an argument. Students will develop informative and persuasive texts using appropriate language and structure for specific purposes. Students will also plan and deliver an oral presentation which includes multimodal features.</p>	<p>Students are provided opportunities to:</p> <ul style="list-style-type: none">● use a scaled instrument to relate 1000 grams to one kilogram● interpret commonly used fractions of a kilogram, including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, and relate these to the number of grams● select and use appropriate units to estimate, measure and compare lengths and distances and convert between units of measure.● select, represent and explain flexible strategies when solving additive relations problems● partition, rearrange and regroup numbers to at least 1000 to solve additive problems● apply addition and subtraction to familiar contexts, including money and budgeting.● explore equivalence and multiplicative relationships of fractions● represent fractional quantities equal to and greater than one on a number line● make connections between fractions and decimal notation.● investigate arrays and partially covered area models to support multiplicative thinking● apply knowledge of multiplication to estimate, measure and compare area using square centimetres and square metres



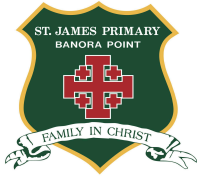
Overview of Learning

Term 4, 2024



		<ul style="list-style-type: none"> • measure and compare volume using the layer structure and recording in cubic centimetres. • conduct a survey and collect, organise and display data using tables and graphs • compare the likelihood of obtaining particular outcomes in a simple chance experiment by predicting, conducting the experiment and comparing the results with the prediction • interpret and evaluate the effectiveness of various data displays found in media where displays represent data using a scale of many-to-one.
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Science and Technology	Creative Arts - Music	Creative Arts - Visual Art
<p>Get Connected</p> <p>This digital technologies strand focuses on digital systems and how they transmit data. Students explore different types of data, have the opportunity to learn how to interpret patterns and develop skills in visual programming. This strand further develops students' knowledge and understanding of computational thinking and abstraction.</p>	<p>This term, students will explore the works of a range of well-known artists and artworks. What makes them unique? What techniques do they use? Students will explore the process of creating artwork. They will make connections between the elements of shape and line. They will use a variety of mediums and practice skills relevant to the elements of art. They will appreciate their work and the work of others. Art works will be completed in the time allocated for art each week and students will comment on their works through discussion and assembly presentations.</p>	<p>Students will develop their knowledge, skills and understanding in making artworks informed by their investigations of well-known landscape artists and artworks. They will also develop their knowledge, skills and understanding in appreciating their own artworks and those of others, recognising the elements of art, relationships between artists, artworks, audiences and how the art world is interpreted.</p>



Overview of Learning

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PDHPE (PE)	PDHPE (Health)	HSIE (Geography)
<p>Students apply different movement skills whilst exploring cultural games from around the world. They recognise how their involvement in games creates connections and intercultural understanding and promotes active lifestyles.</p>	<p>Healthy, Safe & Active Lifestyles The strand <i>Healthy, Safe and Active Lifestyles</i> focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.</p> <p>Movement Skill and Performance The strand <i>Movement Skill and Performance</i> focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity</p>	<p>Using the geographical inquiry process students will locate the natural vegetation types of Australia, investigate the ways vegetation is used by animals in the environment and the ways people use natural resources.</p> <p>Students will understand that environments will support living things.</p> <p>This unit will encourage students to appreciate and protect natural vegetation and natural resources to the environment, animals, and people. Students will gain an appreciation of how differing environments suits the needs of the users.</p>