Welcome to Term Three- 2015

RELIGIOUS EDUCATION
- Reaching out
- For Creation and Praise
- Circle of Life

iSTAR
To the Moon and Beyond.

Science Understanding
- Earth's rotation on its axis causes regular changes, including night and day.

Science as a Human Endeavour
- Science involves making predictions and describing patterns and relationships.

Science Inquiry Skills
- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge.
- Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate.

LITERACY

Reading and Viewing
Solve Words
- Use a range of strategies to read and understand words.
  Monitor and Correct
- Check on accuracy and understanding and work to self-correct errors.
  Search and use information
- Notice and use information sources (meaning, language structure, visual information).
  Summarise
- Remember important information and carry it forward.
  Maintain Fluency
- Read at a good rate, with phrasing, pausing, intonation and appropriate stress.
  Adjust
- Take action in flexible ways to solve problems or fit purpose and genre.
  Visualising
- Interpret, negotiate, and make meaning from information presented in the form of an image, extending the meaning of literacy.
  Make Connections (personal/world/text)
- Connect the text to personal and world knowledge as well as to other texts.
  Synthesise
- Adjust present understandings to accommodate new knowledge.
  Infer
- Think about what the writer means but has not stated.
  Predict
- Think about what may happen next.
  Analyse
- Notice aspects of the writer's craft and text structure (author's purpose).
  Critique
- Think critically about the text.

Writing
- consolidating skills in the stages of the Writing Process.
- developing the use of complex sentences.
- writing in a range of genres; fairy tales, recounts, report writing.
• making plausible spelling attempts at unknown words;
• continuing to develop appropriate handwriting skills;
• using an editing process.

**Speaking and listening**
• presenting information orally to an audience.
• retelling of main facts after reading an information report.
• displaying the behaviors of an attentive audience member e.g. appropriate questioning, eye contact and facing the speaker.

**MATHEMATICS**

**Number and Algebra**
• recalling multiplication facts of two, three, five and ten and related division facts.
• representing and solving problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.
• modelling and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole.
• counting by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line.
• identifying coins and notes and calculating change to five cents.

**Measurement and Geometry**
• use metric units for length, mass and capacity.
• tell time to the minute and investigate the relationship between units of time.

**Statistics and Probability**
• develop and consolidate chance vocabulary.
• collect and display data in a graph.

**I.C.T**
• develop skills in using ICT for problem solving, expressing ideas, and presenting information to different audiences.
• explore a range of ICT tools (for example, basic editing tools such as word processing) and simple techniques for visualising thinking.
• use simple graphic organisers such as concept maps and sequence charts to provide a framework for visualising thinking.
• save and retrieve information in their personal files.

**PERSONAL DEVELOPMENT**
• establishing and maintaining friendships.
• working co-operatively with a partner.
• developing strategies for greater independence in the classroom and playground.
• demonstrating appropriate listening skills e.g. eye contact, still posture, facing the speaker, asking appropriate questions.
• interacting with others appropriately to suit various situations when working with partners and in groups.
• developing positive and confident behaviours.

**INTERPERSONAL DEVELOPMENT**
Students are working towards
• demonstrating inclusive behaviour and recognise individual differences in their peers.
• displaying knowledge of the personal attributes needed to form friendship.
• demonstrating behaviours that promote harmonious social relationships.
• recognising attitudes and behaviours that might cause conflict between peers.
Japanese

Students are working towards:

- interacting with teachers and peers in regular classroom routines and structured interactions.
- using cues such as context, visuals and familiar vocabulary to assist comprehension.
- reading and writing the 15 hiragana.
- applying word order in simple sentences.
- comprehending short written texts such as captions, labels, signs and stories that use familiar and repetitive language.

Library

Students are working towards:

- exploring the six shortlisted Picture Books for Book of the Year 2014.
- listening to, discussing, reflecting on, assessing and responding to book titles in a variety of ways.
- determining whether the books we study fulfill the criteria for our determination of a “good book”.
- participating in Book Week and focus on the theme “Books Light up our World” and take the opportunity to look at their own reading preferences.

Performing Arts

Students are working towards:

- listening and responding to specific musical pieces, reflecting on its features and how it is performed.
- responses can be verbal, written, drawn or danced.
- improvising through movement and instrumentation, individually and with a partner.
- planning a performance in a small group situation, performing and refining according to feedback.
- singing Planets Rap with accuracy and expression.

Physical Education

Students will:

- develop control in the performance of a variety of complex motor skills, and apply these motor skills in minor games and modified games including netball, kickball, football and soccer.
- regularly participate in periods of moderate to vigorous physical activity for the purpose of improving skill and health.
- experiment with simple game tactics, such as leading into space.
- cooperate within a small group to achieve goals in cooperative game situations, with an application of fair play.
- follow safety principles in games and activities.