

English

Report outcomes:

- Student is able to rehearse and deliver short presentations on familiar and new topics
- Write a short persuasive text using knowledge of text structure, language features, selecting print and multimodal elements appropriate to audience and purpose.
- Reread and edit text for spelling, sentence boundary punctuation and text structure
- Use various reading strategies to comprehend information about a text
- Write unjoined upper and lower case letter legibly
- Spell most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound letter combinations
- Recognise common prefixes and suffixes and how they change a word’s meaning

Reading: Students will participate in guided reading sessions every second week focusing on the following strategies; determining importance, skimming and scanning.

Writing:The focus for our writing unit will be persuasive texts. In class, students will be exploring a different examples of persuasive texts where they will be given the opportunity to identify the structural and language features associated with the text. After examining various persuasive texts, students will be required to write their own persuasive letter.

Speaking and Listening: Students will be given the opportunity for news groups, as well as participating in group discussions across all learning areas.

Spelling: Students will continue to work through their Spelling Rules books focusing on; trigraphs, digraphs, homophones and adding suffixes to words.

Grammar: Students will be focusing on homophones, adding prefixes and suffixes and using apostrophes for ownership.

Handwriting: An explicit handwriting lesson will occur once a week from their Handwriting Conventions textbook.

Library: There will be an opportunity once a week for students to borrow and return books. Students are encouraged to bring a Library Bag, which will help protect the books.

Maths

Report Outcomes:

- Tell the time to the quarter-hour, using the language of ‘past’ and ‘to’
- Solve addition and subtraction problems using a variety of mental and written strategies.
- Compare, order, and measure several shapes and objects based on length, area, volume and capacity.
- Recognise, represent and solve division as grouping/sharing into equal sets.
- Compare and order objects mass using balance scales.
- Describe and identify 3D shapes and identify their faces, edges and corners.
- Determine the likeliness of an outcome, and collect, check and classify data.
- Use knowledge from a range of numeracy topics to revise and answer problem solving questions.

Time – Telling the time to the quarter-hour

Subtraction – Algorithms and problem solving.

Volume and Capacity – measuring, comparing and ordering.

Division – Using different strategies such as sharing and grouping numbers.

Mass – Measuring, comparing and ordering.

3D Objects - Shape properties, from top front and side views.

Chance and Data – Determining outcome chances, and collecting data in tables and graphs.

<p style="text-align: center;">Science - Push and Pull</p> <p>Report Outcomes:</p> <ul style="list-style-type: none"> • Make predictions, record observations and describe changes in objects and events • Identify different push and pull forces and how they can move and change an object <p>We are starting a physical sciences unit this term on push and pull forces. Students will be participating in a range of hands on activities and experiments for students to observe different forces in action. In week 3, students will be going on an exciting excursion to Questacon where they will attend a science show “Move it- The Engineering show”. This excursion supports our learning about push and pull forces.</p>	<p style="text-align: center;">Geography/ Media Arts</p> <p>Report outcomes:</p> <ul style="list-style-type: none"> • Create and present a media artwork that presents an idea or story • Identify the features that define places and explain why places are important to people • Pose questions about familiar places, collect information to answer their questions and present their findings. • Communicate about media artworks they make and view, and where and why they are made. <p>Geography and media arts will be integrated this term. We will be continuing our geography unit on “places”. Students will be identifying places and their features as well as learning about why places are important to people. Students will be researching their favourite place and using their research to create a media artwork in the form of a travel advertisement.</p>	<p style="text-align: center;">Homework</p> <p>The homework grid will continue this term and will contain the compulsory reading, spelling and maths activities. Students will then need to choose 3 other activities that will be based on the learning being completed this term.</p>
<p style="text-align: center;">Australian Curriculum</p> <p>All units of work are aligned with the Australian Curriculum. For more information please visit the following website: http://www.australiancurriculum.edu.au/</p>		<p style="text-align: center;">Reminders</p> <p>SCHOOL TIMES- It is important that your child arrives at school on time to avoid missing out on any of their learning time. Students are required to be at school by 8:45am and pick up time is between 3:10-3:30pm.</p> <p>APPOINTMENTS- If you would like to speak to me to discuss any issues or concerns that you have for your child please make an appointment. You can do this through our online booking system on the Islamic School of Canberra website. Regular updates and important information that needs to be communicated to parents will also be posted up on this site.</p> <p>ABSENSES –If your child is absent from school for any reason, please send in a signed written note outlining the reason. It is important that your child is at school as much as possible so they do not miss any learning/assessments.</p>
<p style="text-align: center;">PDHPE</p> <p>Report Outcomes:</p> <ul style="list-style-type: none"> • Identify positive ways to respect and celebrate differences in individuals, families, cultures and groups. • Participate positively in skipping activities and work to improve their skills. <p>Health: Students will be looking at how growing up changes their appearance and responsibilities. They will also be looking at similarities and differences in individuals, families, cultures and groups and how this relates to their own identities.</p> <p>Sport: This term is all about Jump Rope For Heart. The students will be learning how to use skipping ropes, and all the fun skills involved.</p>	<p style="text-align: center;">Arts - Music</p> <p>Report outcomes:</p> <ul style="list-style-type: none"> • Explore rhythm patterns and sounds, using voice, movement and body percussion. • Organise, create and present a percussion piece that communicates ideas to an audience <p>Students are exploring music this term, and will be using some percussion instruments called Boomwackers to learn rhythm, tempo and create a performance piece for assembly.</p>	