Geography

How are people and places connected?
In this unit students will investigate the inquiry question's identified from the Australian Curriculum: Geography.
• How are people connected to their place and other places?
• What factors affect my connection to places?

In this unit, students:
• draw on studies of local places within Australia and other places throughout the world
• understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world
• understand connections between people and places throughout the world are influenced by purpose, distance and accessibility
• pose questions to collect primary data and information about peoples' connections to places
• collect and record geographical data and information, for example, a survey or interview, to identify the ways people are connected to other places and factors influencing those connections
• examine geographical data and information, such as the stories of Aboriginal peoples and Torres Strait Islander peoples, to understand the unique connections Aboriginal peoples and Torres Strait Islander peoples have to Country/Place.
• respond with ideas on how to improve the connections people have to their place and other places.

Assessment Summary
• Assessment: Research task
The purpose of this assessment is for students to investigate how people are connected to places near and far and how connections can be improved. Students will pose questions and collect and represent data about how people are connected to places, represent and describe location of important places and analyse and interpret data to draw conclusions and suggest actions about people's connections with places and other people.

As well as our Positive Behaviour lessons each week we will also be visiting the new health curriculum, starting with

My classroom is healthy, safe and fun.
Term 1
Topic 1 - Students will: Understand what 'health' means.
Can the student: Explain what 'health' means?
Identify foods they should be eating?
Discuss the importance of physical activity and how it makes them feel?

Term 2
Topic 2 - Students will: Understand what makes the classroom a healthy and safe environment.
Can the student: Recognise what makes a classroom healthy and safe?
Identify what makes their classroom healthy and safe?

Term 3
Topic 3 - Students will: Understand the actions that can be taken to keep themselves and others healthy and safe in the classroom.
Can the student: Identify actions that can be used to keep themselves and others healthy and safe?
Propose actions that can be implemented to make the classroom more healthy and safe?

Purpose of assessment
To describe actions and to select and apply strategies that will keep themselves and others healthy and safe within a classroom setting.

Delaneys Creek State School
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MONSTERS
What does Term 2 have in stall for us?

Welcome back to term 2.
This term will be a long and busy term.
This term will see us participating in:
Anzac Day Parade
Anzac Day public holiday
Cross Country (Fun Run Fundraiser)
Raw Art
Junior Sports Day
Woodford Show excursion
Pie Drive
Report Cards
just to name a few.
Keep your eyes on the school newsletter to keep up to date with what is happening around the school at Delaneys Creek.

Thank you Ms Kyle

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Absence line: (07) 5434 6366
Unit 3 - Exploring characters
In this unit, students read, view and listen to a variety of texts to explore how characters are represented in print and images. Students identify character qualities in texts. They create an alternative character description. Students present their alternative character description to an audience of peers.
Specific monitoring opportunities in this unit may include:

Reading
Monitor students' ability to:
- comprehend literal and implied meaning during guided reading
- use comprehension strategies to identify the qualities of a character from a text.

Writing
Monitor students' ability to:
- construct sentences that contain articles, verbs, adjectives, nouns, noun groups and correct punctuation
- write compound sentences using coordinating conjunctions.

Speaking
Monitor students' ability to:
- participate in class discussions
- interact with peers
- engage in formal and informal discussions.

Listening
Monitor students' ability to:
- attend to others' talk
- listen for instructions
- listen for specific information.

Assessment Summary
- Imaginative response - oral - Alternative character description

Unit 4 - Responding persuasively to narratives
- read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences.
- compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.

Assessment: — Oral — Reading and comprehension Week 7 — Monitoring task: Writing a persuasive response: booklet Week 8

Math
Students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

Unit 5
- **Shape** - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.
- **Number and place value** - represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations.
- **Patterns and algebra** - identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.
- **Fractions and decimals** - represent halves and quarters of shapes, represent halves and quarters of collections, represent 8ths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves and eighths.
- **Using units of measurement** - use a calendar, identify the number of days in each month, relate months to seasons, and tell time to the quarter hour.

Assessment Summary
- Short answer questions — Identifying and continuing additive number patterns
- Short answer questions — Time

Unit 6
- **Number and place value** - recall addition and subtraction number facts, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.
- **Location and transformation** - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.
- **Money and financial mathematics** - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 and $10 notes, count small collections of coins and notes.
- **Using units of measurement** - compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.

Assessment Summary
- Short answer questions — Money and additive concepts
- Written — Chance and location mathematical guided inquiries

Science

Unit 2 - Toy Factory
- Physical sciences
  - A push or a pull affects how an object moves or changes shape (ACSSU033)
- In this unit students will understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves. And investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.

Assessment Summary
- Assignment/Project — Toy design project
- Monitoring / Investigation: Parachute (Lesson 5)
- Monitoring / Investigation: Rolling toy (Lesson 6)