



Teacher: Carol Hams

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Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

Religious Instruction lesson begin week 1.

30-April ThinkUKnow Australian Federal Police Presentations Yrs 1-6

1-May Book Fair Begins

6-May Labour Day Public Holiday

7-May Premiers Reading Challenge begins.

9-May Mother's Day Stall

10-May Mother's Day Pop Up stall

10-May National walk Safely to school day

13-16 May Karawatha Intermediate and strings/Intermediate Band

17-May Pirate Day- Student Council dress up day- gold coin donation

21-May Peter Combe Concert P-3 1.30pm

22-May National Simultaneous Story Time / Regional Cross Country

30-May Regional Softball Trials / Japanese Manga Incursion (Yrs. 4-6)

3&4-6 Senior Athletics Carnival

5-June Beats N Pieces Music Incursion P-6

6-June QLD Day

10-11-June School Photos

13 - June Subway Meal Deal

17-June St Helena Island Excursion Year 4

19-June Report Cards available on QParents

20-June Report cards emailed out

Specialist Lessons to remember

Library borrowing is Friday – please bring a bag
Assembly Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.

Japanese – Monday 11:55am

Health – Thursday 8:30am

ARTS – Thursday 11:55am

P.E - Friday 12:25pm

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	Traditional Stories: students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.	Students create and present a traditional story which includes a moral for a younger audience. Students comprehend an Asian traditional story, identifying the language features and message conveyed in the text.
Maths	In Number and Place Value, students will partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. They will extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. In Measurement, students will use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They will estimate and compare measures of duration using formal units of time.	In Number, students will partition, rearrange and regroup numbers to help with solving addition, subtraction and multiplication problems involving two- and three-digit numbers. They will use mathematical modelling to solve practical problems involving twos, fives and tens multiplication facts. In Measurement, students will estimate, compare and measure the duration of events using formal units of time.

	Content	Assessment
Science	Students will develop their understanding of the movement of Earth to be able to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They will learn to identify the observable and non-observable features of Earth and compare its size with the sun and moon. Observations of the changes in sunlight throughout the day and investigations of how Earth's movement causes these changes will be discussed. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record formal measurements. They will represent their data in tables and simple column graphs to identify patterns and explain their results.	Students will create a presentation to explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.
HASS	Students will work on identifying individuals, events and aspects of the past that have significance in the present. They will learn about aspects of their community that have changed and remained the same over time, as well as how and why people participate in and contribute to their communities. Students will learn to form a point of view about the importance of different celebrations and commemorations to different groups. They will learn to sequence information about events and the lives of individuals in chronological order.	Students will conduct an inquiry into how and why Anzac Day commemorations are significant for different groups, and present their findings by designing and making a poster.
Technology	In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language	They will use this knowledge to create a Who Am I? Game using simple coding skills.