**English Program**

In **unit 1**, students read, view and analyse persuasive texts. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work. Students will explore persuasive language such as modal verbs and adverbs and evaluative language by justifying reasons for their points of view on various topics from a wide variety of texts. Such texts include fiction and non-fiction, letters and narratives and sample ex-NAPLAN texts.

**Assessment item 1: Monitoring Task- Writing persuasive texts**

This task will collect information about students' ability to use:
- paragraphs with one main idea
- topic sentences and supporting details
- evaluative language
- modal verbs and adverbs
- persuasive devices.

In **unit 2** students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel.

**Assessment item 1: Monitoring Task- Expressing a point of view**

This task will gather information about how students:
- evaluative language and how language can be used to express feelings and opinions on topics
- reasons why authors portray characters, events and settings in different ways
- point of view and alternative points of view
- identifying literal and implied meaning; connecting ideas in different parts of a text; and evaluating texts

**Assessment item 2: Monitoring Task- Close reading of an extract**

This task will gather information about how students:
- Understand how different types of texts vary in use of language choices, depending on their purpose and context
- Understand that verbs represent different processes (doing, thinking, saying and relating)
- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

There are multiple times where students are incidentally and informally assessed throughout both units during the term. These include regular reading and comprehension activities, small group/one-to-one teacher-student conferencing and feedback opportunities where misconceptions and difficulties are addressed and I record what students have demonstrated they know and need more consolidation with.

**Websites to visit for prior and continued learning**

http://www.kn.att.com/wired/fil/pages/listpersuasid.html - Persuasive writing tips

http://www.youtube.com/watch?v=vbeSiiN1R-M – Green eggs and ham YouTube

http://www.youtube.com/watch?v=ethKsIAQvo4 – I wanna Iguana YouTube
Set text:
Unit 1- Kaufman Orloff, K 2004, I Wanna Iguana, Penguin, USA.
Unit 2- Fensham, E 2010, Matty Forever, University of Queensland Press, St Lucia, QLD

English-related resources

http://primarygamesarena.com/Dance-Mat-Typing2012 - touch typing skills

Reading

It is an expectation that students are reading each night as part of their homework. On the homework sheet there are tasks to complete each week, 1 specifies reading time. If your child reading to you is difficult to encourage, try

-you reading to them and giving you feedback on your reading
-they record themselves on an iPad/iPod and play back to listen to themselves read and critique
-use Bug Club which is a colourful, interactive and versatile reading tool that accommodates any child’s reading mood or behaviour. They can choose to have a book read to them or read the book themselves. A series of questions follow each book.

Students will continue to build their reading stamina (independent reading time) across the term and reflect on the strategies they have and have not used when reading. Students have begun to embark on a new journey of comprehension in texts and forms of print with inferring.

Students are carrying around an abundance of knowledge that needs refreshing and activating when reading and comprehending all forms of print in able to make inferences and draw conclusions from questions and information that is not directly and literally in front of them. Encouraging your child:

After reading or viewing images and advertisements to make an inference is of extreme importance. We encourage you to expose your children to a variety of multimedia and books to provide them with the knowledge they need to tackle future unknown topics in their reading and real world experiences. We endeavour for children to make and see connections between real life and school and view school as a means for becoming more worldly, not just a place where reading, writing and arithmetic is at the forefront.

Friday afternoon Oral Language

Each week certain students will participate in our class weekly afternoon oral language program. A rotational roster has begun and is published in our classroom as well as being distributed at the beginning of this term. Students will be given 2-3 performances and these will be delegated equally across a semester, not a term, as this would involve a lot of work at home. By the end of the semester (term 1 and 2) all students will have been allocated all roles.

This program forms part of their speaking and listening marks for English, therefore it is a mandatory component that is to be completed in order for accurate teacher observations, conclusions and judgements to be made. The topics are as follows:

- Weather report
- Worldwide news headline
- Joke or riddle
- Family of pet or family event
- Item made at home
- Mystery item
- My greatest moment ever
In class students alongside their teachers have discussed the meaning of each of these roles and understand what is expected of them when they are allocated their performance. Should you have any confusion or would like further explanation of the expectations of these new roles please don't hesitate to make contact.

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**Mathematics Program**

**In Unit 1 students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.** Students have opportunities to develop understandings of:

- **Number and place value** - counting to 1000 and beyond, investigating the 2s, 3s, 5s and 10s number sequences, identifying odd and even numbers, representing 3-digit numbers, comparing and ordering 3-digit numbers, partitioning numbers (standard and non-standard), matching number representations, adding and subtracting 2-digit and 3-digit numbers
- **Using units of measurement** - interpreting and using a calendar, telling time to 5 minute intervals, measuring length with non-standard units, representing a metre, measuring with metres.

**Assessment:** Teachers will use group time for observation of and consultation with students either individually or in small groups to gauge understandings on a regular basis. The assessment tasks below contribute to the overall understanding each child has gained through their experience during the term.

**Assessment 1: Monitoring task- Telling time**

This task monitors students' ability to tell time (to 5 minute intervals) on analogue and digital clocks. Students:

1. represent time (5 minute intervals) on analogue and digital clocks
2. match time representations on analogue and digital clocks
3. tell time to 5 minute intervals, including 'minutes past' the hour and 'minutes to the hour'

**Assessment 2: Monitoring task- Adding and subtracting 2-digit and 3-digit numbers**

This task monitors students' ability to partition numbers flexibly for the purpose of mental addition and subtraction. Students:

1. recall addition facts for single-digit numbers (and related subtraction facts)
2. partition 2-digit numbers into standard place value parts
3. partition 3-digit numbers into non-standard place value parts
4. apply efficient mental strategies to add and subtract 2-digit and 3-digit numbers.

In **unit 2** students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations and have opportunities to develop understandings of:

- **Number and place value** - recalling multiplication number facts and related division facts, representing multiplication and division, doubling 2-digit numbers, solving simple multiplication and division problems, recalling addition number facts and related subtraction facts, adding and subtracting 2-digit and 3-digit numbers
- **Data representation and interpretation** - collecting data (by observing events, asking questions, conducting experiments), recording data in lists and tables, displaying data as a picture or simple column graph, describing outcomes of data investigations
- **Chance** - identifying every day events that involve chance, conducting chance experiments, describing the outcomes of chance experiments, identifying variations in the results of chance experiments
- **Measurement** - identifying the need for standard units, representing one metre, measuring in metres

**Assessment: Conduct a chance experiment**

Students will collect and interpret data from a simple chance experiment.

Teachers will continue to use group time for observation of and consultation with students either individually or in small groups to gauge understandings on a regular basis. Samples of work from this unit will also be gathered and examples are outlined below:
• Number fact quizzes and diagnostic tools
• Samples of personally collected data (including lists and tables)
• Samples of graphs constructed from personally collected data
• Evidence collected from student measuring tasks (using metres)

Throughout these units, students will require and receive ready access to ICTs at a whole-class, small group and individual level. In addition to the focus understandings above, teachers will provide regular opportunities for students to build fluency with ongoing mathematical concepts and extend those with already above average understanding of the concepts outlined above with extension activities and regular opportunities for investigation.

Websites to visit for prior and continued learning

www.mathisfun.com

http://www.bbc.co.uk/bitesize/ks1/maths/


http://www.beaconlearningcenter.com/WebLessons/TooMuchInformation/default.htm - Is there too much information in the maths problem?

http://www.mathplayground.com/wordproblems.html - word problems with more than 1 part

www.studyladder.com.au

These below require students’ unique usernames and passwords they use for logging into the Learning Place

https://learningplace.eq.edu.au/cx/resources/file/e1ae4822-5a75-c605-1ad6-dd97d888e8c3/1/index.html Chance tool kit – a series of games that involve chance situations

https://learningplace.eq.edu.au/cx/resources/items/10cc63b0-15aa-1488-a200-f91cc9f9d8d3/1/ViewIMS.jsp Graph maker

https://learningplace.eq.edu.au/cx/resources/items/4cd3b02c-1347-f143-a27e-272fc8ad968d/1/ViewIMS.jsp?hb=true (Time- Analogue and Digital Clocks)

https://learningplace.eq.edu.au/cx/resources/items/56e62a20-fc4a-f68d-507e-986913320ff1/1/ViewIMS.jsp (Number Line)

https://learningplace.eq.edu.au/cx/resources/items/cc4d12fc-71a8-7f27-cc7a-319d9008372d/3/ViewIMS.jsp (Function Machine- Algebra and number patterns)

Science Program - Is it living?

In this term’s unit students will justify groupings of living and non-living things according to observable features and recognise once-living things. Students will investigate the living and non-living things in their local environment and recognise the use of this science knowledge in their lives.

Assessment: will be in the form of a collection of work in students’ Science journals. Students will observe and group living and non-living things and the collection of work includes:
• observations on the field walk
• observations of experiment and answer to the investigation question
• explain grouping of non-living things and how the investigation helped answer the question
• create a grouping key
• comparison table
• record of investigation (observations and data) and reasons for findings
• create an action plan
This assessment provides opportunities to gather evidence of student learning in:

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things.
- Science knowledge helps people to understand the effect of their actions.
- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge.
- Suggest ways to plan and conduct investigations to find answers to questions.
- Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate.
- Compare results with predictions, suggesting possible reasons for findings.
- Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports.

**Websites to visit for prior and consolidation**

http://www.teachersdomain.org/asset/tdc02_vid_plantsgrow/- how do plants grow? From seed to plant

https://learningplace.eq.edu.au/cx/resources/items/7225f1d3-8bd9-15f9-3d12-c3a30ead06db/4/viewIMS.jsp - student individual log in required

http://www.davidattenborough.co.uk/dvds/life_in_cold_blood.php - David Attenborough - life in cold blood

**History Program - Investigating celebrations, commemorations and community diversity**

*History and Geography will be taught on a semester basis. Students will study one unit across terms 1 and 2 and the second unit across terms 2 and 3.*

In this unit students will investigate the following questions:

- How and why do people choose to remember significant events of the past?

- What is the nature of the contribution made by different groups and individuals in the community?

Students will develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world. They will examine the historical origins of celebrations and commemorations and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate. Students will explore the contribution made by different cultural groups to the development and character of the local community and understand the value of learning about the cultures, languages and beliefs of others.

**Assessment - Collection of work**

Students undertake three assessment tasks through the course of the unit to form a collection of work, including; sequencing and locating information, and developing a historical narrative. Students sequence and annotate information across a timeline, locate, interpret and record information from provided sources and write a historical narrative about a celebration or commemoration. Sources used in the assessment are selected by the teacher from those used throughout the unit.

Visit some of the links below to find out the origins of Queensland celebrations and how we celebrate or commemorate as a nation.

http://www.qld.gov.au/about/about-queensland/history/


**Geography Program—Exploring similarities and differences in places near and far**

In this unit, students will draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries, understand the different climate types and their influence on the characteristics of places and review unit inquiry questions. They will recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth and that places are important to Aboriginal peoples and Torres Strait peoples and how they are represented. Students will also record data and information to identify similarities and differences between the climates of different places.

Further to this, students will identify the environmental and human characteristics of places in Australia and Australia’s neighbouring countries using sources such as photographs, stories and maps. They will interpret representations of places, for example, a globe, wall or atlas map, or digital application, and recognise their purpose and information provided. Students will use cartographic conventions to represent the location of places and their characteristics. Maps will include legend, title and north point and identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries.

**Assessment - Collection of Work**

This task provides opportunities for students to demonstrate geographical knowledge and understanding and geographical inquiry skills.

- [http://www.google.com/earth/](http://www.google.com/earth/) - Investigate your local and national location on Google Earth. Type in different locations and take a virtual tour of the world!


**Technology Program - Certificate Design**

In this unit students will design and create two separate items. Firstly, they will investigate the variety of designs and purposes for which bookmarks are made, for example, encouraging children to read or conveying inspirational messages. Students will select materials to make a bookmark according to specific criteria using simple techniques and tools to manipulate and process resources.

All students enjoy receiving awards and certificates. Participation, attendance, effort and performance in school activities, e.g. physical activity, bookwork, behaviour, healthy lunch box, teddy bears’ picnic, are some of the contexts to motivate, reward and encourage students. To this end students will design and make a certificate that meets a selected purpose. Students will make decisions about the layout of their certificate including; choice of fonts, colours and images. They will use software to produce their certificate. After completion of their products they will reflect on their learning and justify any changes or improvements to their design for future application.

Assessment of the items will be based on student application of their knowledge and understanding of tools and techniques, investigation and generation of ideas, production process and evaluation of finished product.

- [http://www.dltk-kids.com/type/printable_bookmarks.htm](http://www.dltk-kids.com/type/printable_bookmarks.htm) - Practice making some bookmarks at home – loads of ideas and themes!

- [http://www.certificatemagic.com/](http://www.certificatemagic.com/) - Fun certificates to make at home, free!
Health Program- Develop a healthy lifestyle plan

An active and healthy lifestyle is essential in promoting personal health and wellbeing. This unit is designed to focus on exploring how physical activity, food and rest behaviours can influence the dimensions of health. Students will discuss and understand what healthy looks like with four key facets;
1. Physically
2. Emotionally
3. Socially
4. Cognitively

Along with developing an understanding of improving health in these areas, students will learn the importance of rest behaviours as a mean of regenerating and repairing.

Assessment - Healthy lifestyle plan

Students are required to apply their knowledge of healthy lifestyles and develop a plan that reflects their lives. They can this plan as a poster or a power point presentation. Students will identify aspects of their current lives which are healthy, as well as make suggestions on ways that their health in the four key areas could be improved, and how.

Fun games to consolidate learning

http://www.nutritionexplorations.org/kids.php
http://pbskids.org/games/healthy-habits/

HOMEWORK EXPECTATIONS:

Homework will be issued weekly in the form of paper based worksheets. Students will be given their homework words each Monday and the homework is expected to be returned into the class homework tray every Friday to be marked over the weekend and returned to students by the following Monday. Please remember homework is not supposed to be a chore or a task that causes problems within a household. If homework is a struggle a simple note will suffice if completion is not taking place, however a note will not be accepted as an excuse for incomplete homework infrequently. Incomplete homework without a legitimate reason does result in students missing their play time and completing it under teacher supervision. It is an expectation that parents/carers support and enforce Carbrook’s homework policy. Homework completion lays the foundations for positive and lifelong attitudes towards students’ studies and education and fosters the necessary skills children require to fully participate and succeed in the world beyond the classroom. -

Information Communication Technology (ICT)

This term students will engage in cyber safety lessons to build awareness of how to operate safely whilst working in online applications. Students will access the internet to locate information and images for design tasks. They will use word processing, publishing and presentation software to convey messages and meanings for specific audiences through text and images. They will use editing features of software such as spelling and grammar tools to improve writing publication. They will use consistent text and image formatting and page designs in digital products.
Here are some links to visit at home. These online resources are used regularly throughout the school week and are an interactive yet fun and engaging way to learn and develop more positive attitudes towards homework.

DON’T FORGET:

http://www.studyladder.com.au/ - requires a login which students have been given.

http://home.bugclub.com.au - requires a login which students have been given.

Key days and dates:

Parade is every Monday at 2:30pm

P.E is Wednesday EVEN weeks only.

Music is Wednesday EVEN weeks only

AusDance is Thursday

Celebration of learning is Thursday 3rd April

Cross country is Tuesday 18th March

Carbrook State School

Student Expectations

Be a Learner

Be Respectful

Be Responsible

Be Safe

Please feel free to contact me if you have any questions or concerns.

plgre0@eq.edu.au