



STAGE 3 Overview of Learning Term 1 2021

Maths			English														
<p>Weeks 2 & 3 Working and Thinking Mathematically focus</p> <p>Then focusing on the following:</p> <table border="1"> <thead> <tr> <th></th> <th>Major</th> <th>Minor (Integrated)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Early Term 1</td> <td>Whole Number</td> <td>2D Space & Angles</td> </tr> <tr> <td>Addition & Subtraction</td> <td>3D Shapes</td> </tr> <tr> <td rowspan="2">Later Term 1</td> <td>Multiplication & Division</td> <td>Volume & Capacity & Area</td> </tr> <tr> <td>Fractions, Decimals & Percentages</td> <td>Length</td> </tr> </tbody> </table>				Major	Minor (Integrated)	Early Term 1	Whole Number	2D Space & Angles	Addition & Subtraction	3D Shapes	Later Term 1	Multiplication & Division	Volume & Capacity & Area	Fractions, Decimals & Percentages	Length	<p>Topic: Refugees – By engaging personally with young adult fiction, picture books and multimodal texts, students will explore the following concepts: Character: Students understand that characters trigger an imaginative response through identification. They learn that characters may</p> <ul style="list-style-type: none"> • be complex having a range of characteristics or simple with one salient feature • change as a result of events or remain unchanging • have individual characteristics or be based on a stereotype. <p>Code and Convention: Students understand that codes and conventions of each mode provide the foundation for innovation. They learn that</p> <ul style="list-style-type: none"> • knowledge of codes and conventions helps finding meaning in and through texts <p>Connotation, imagery and symbol: Students understand that richer meanings are produced when responders recognise and engage with imagery. Students learn that</p> <ul style="list-style-type: none"> • imagery prompts evocative comparisons which may add new meanings to a text. <p>Narrative: Students understand that there are conventions of the narrative form that combine to involve responders in the story. They learn that narrative engages responders through</p> <ul style="list-style-type: none"> • recognisable characters, events and places • skilful plot development • evocative images and imagery that complement the story • they learn that these conventions are adapted to different modes and media. <p>Spelling: A variety of spelling strategies explicitly taught each week</p>	
	Major	Minor (Integrated)															
Early Term 1	Whole Number	2D Space & Angles															
	Addition & Subtraction	3D Shapes															
Later Term 1	Multiplication & Division	Volume & Capacity & Area															
	Fractions, Decimals & Percentages	Length															
Science			Geography														
Matter Matters			Factors that Shape Place														
<p>Key Inquiry questions</p> <p>How can the state of materials be changed and manipulated?</p> <p>What is the result of combining materials?</p>			<p>Key Inquiry Questions</p> <p>How can the impact of bushfires on people and places be reduced?</p> <p>How do bushfires impact on people and the environment?</p>														
<p>This unit focuses on the properties of a range of materials and the way in which they are combined and separated. Students investigate the different properties of solids, liquids and gases, and consider combining and separating mixtures. This unit introduces students to fundamental concepts of chemistry and is an introduction to materials technologies.</p>			<p>Students investigate the impact of natural disasters on people and places. They further investigate local bushfires and their impact on individuals and communities. Students examine how people can prevent and minimise the effects of bushfires. They create their own town or city and develop a suitable management plan.</p>														



STAGE 3 Overview of Learning Term 1 2021

Stage 3 Key Learning Area Group Rotations (Term 1 & Term 2)

Music	Digital Technologies	Personal Development & Health	Drama
<p>I've Got the Music in Me Through this music program, students will explore musical concepts including duration, tone, pitch, dynamics, structure and texture. They will categorise western and world music instruments in to their associated groups e.g. woodwind, brass, percussion and strings. Students will create music with their voice and other instruments and experiment with standard and informal notation.</p>	<p>Game Time In the Digital Technologies unit of work 'Game Time' students research, design and build a game by extending their understanding of how digital systems represent and transmit data and investigating how digital systems meet specific needs.</p>	<p>How can I keep myself and others safe? Students investigate safe and unsafe features of specific environments and explore actions to enhance their own and others' safety and wellbeing. Through practical application students develop help-seeking skills and adopt strategies to help keep themselves and others safe. Students develop their ability to analyse and gather information to make informed decisions, assess risk and find solutions to promote their own and others' health, safety and wellbeing.</p>	<p>Introduction to Drama Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They will participate in activities to develop their skills of improvisation, movement, mime and story-telling. Lessons will concentrate on building confidence, utilising imagination, cooperation, turn taking, team work and collaboration leading to the performance of a dramatic piece of work.</p>
Visual Art			
Students will be engaging in a variety of activities to demonstrate their development and skill in both making AND appreciating artworks.			

Fitness: Monday and Thursday

Sport: Wednesday

Stage 3 RFF Teachers (Science Geography Library): Ms Tyson, Mrs Harris, Mrs Hollis, Ms Banks