

Wk	Term 3 Mathematics learning content.	Wk	Term 3 English learning content.	Term 3 Arts (DRAMA) learning content.
1		1		<ul style="list-style-type: none"> • Use relationships, tension, time and place and narrative structure when improving and performing devised and scripted drama. • Describe and discuss similarities and differences between drama they make, perform and view. • Discuss how they and others organise the elements of drama in their drama. • Collaborate to plan, make and perform drama that communicates ideas. • Explain how dramatic action and meaning is communicated in drama they make, perform and view. • Explain how drama from different cultures, times and places influences their own drama making. • Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.
2	GETTING TO KNOW THE CLASS	2	GETTING TO KNOW THE CLASS	
3	<ul style="list-style-type: none"> • Identifying and explaining strategies for finding unknown quantities in number sentences. • Identify and explain strategies for finding unknown quantities in number sentences involving the four operations. • Check the reasonableness of answers using estimation and rounding. 	3	<ul style="list-style-type: none"> • Use language features to create coherence and add detail to their text. 	
4	<ul style="list-style-type: none"> • Solve simple purchasing problems. • Explain plans for simple budgets. 	4	<ul style="list-style-type: none"> • Explain how language features, images and vocabulary are used to engage the interest of audiences. • Understand how language features, images and vocabulary influence interpretations of characters, setting and events. 	
5	<ul style="list-style-type: none"> • Continue patterns by adding and subtracting fractions and decimals. • Add and subtract fractions with the same denominator. 	5	<ul style="list-style-type: none"> • Use language features to show how ideas can be extended 	
6	<ul style="list-style-type: none"> • Locate familiar fractions on a number line. • Order decimals and unit fractions and locate them on number lines. 	6	<ul style="list-style-type: none"> • When writing, they demonstrate understanding of grammar using a variety of sentence types. 	
7	•	7	<ul style="list-style-type: none"> • Demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning. 	
8	<ul style="list-style-type: none"> • Construct data displays from given or collected data. • Pose questions to gather data, and construct data displays appropriate for the data 	8	<ul style="list-style-type: none"> • Students edit their work for cohesive structure and meaning. 	
9	<ul style="list-style-type: none"> • Describe different methods for data collection and representation, and evaluate their effectiveness. • Interpret different data sets 	9	<ul style="list-style-type: none"> • Contribute actively to class and group discussions, taking into account other perspectives. 	
10		10	<ul style="list-style-type: none"> • Make presentations and contribute actively to class and group discussions, varying language according to context. 	

Year 4 Curriculum

Year 5 Curriculum

Term 3 HASS History

The study of the first colony at Port Jackson/Sydney Cove will now change perspective through the characters of Jackie French's novel, Nanberry – Black Brother White. Students will consider how the people and environments influence one another. The students will also undertake a STEM challenge involving the construction of a model sailing ship.

Term 3 Health learning content.

Recognise strategies for managing change. Investigate developmental changes and transitions. Identify influences that strengthen identities. Explain the influence of people and places on identities. Investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Recognise the influence of emotions on behaviours and discuss factors that influence how people interact.