



Term 1 Year 3-4

English: Analysing and creating persuasive texts

This term the students will read, view and analyse persuasive texts. They will demonstrate their understanding of these texts by examining ways persuasive language features, such as evaluative language and modal verbs, are used to influence an audience. They will then use this language to create their own persuasive texts.

Science: Is it living?

Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into groups based on observable features and look at the life cycles of living things. The students understand that living things depend on each other and the environment to survive.

Students understand that science knowledge helps people to understand the world. They use their experiences to identify questions that can be investigated scientifically and make predictions about these investigations. Students use scientific language and representations to communicate their observations, ideas and findings.

HASS: Our unique communities

Inquiry questions:

How do people contribute to their unique communities?

In this unit, students:

- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

Design Technology: What's for lunch



In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.

They explore how people in different times developed food and fibre technologies to meet human needs. (In your curriculum framework I have put this for Sem 1 so you can choose whether you want to do this in term 1 or 2. If you don't want to do it this term just delete it and let me know so I can put it in for next term.)

Heath and Physical Education: Good friends

In this unit, students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.

The Arts

Dance: Celebrating dance

In this unit students make and respond to dance by exploring dance used in celebrations from a range of cultures.

Students will:

- improvise movement ideas for dance sequences suitable for celebrations
- practise technical skills safely
- perform dances using expressive skills to communicate ideas about celebrations and commemorations
- identify how the elements of dance express ideas for celebrations including dance by Aboriginal peoples, Torres Strait Islander peoples and Asian peoples