

UOI 4: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
We have connections within Australia	An inquiry into: <ul style="list-style-type: none"> locating / representing places on a map of Australia the significance of local and national places how we are connected to people and places 	Form Connection	Communicator Inquirer Knowledgeable

Summative Assessment Tasks

Task A: Mapping. Students create a map of Australia, labelling the states, territories and the capital cities. Connections in Australia. Students locate and label significant places around Australia and explain their connections. Students recognise the scale of different places.

Task B: Significant sites. Students select a significant site in their local area (SE Qld). Students recognise key details and events associated with the site and why it is significant to them.

Learning Areas Covered UOI 4

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences during this Term.

Geography: Students will investigate Australia and explore the states, territories and capital cities. They will explore maps of Australia and the local area using an atlas. Students will identify the connections between people and places and describe significant sites in their local area.

English: Students will explore the appropriate language features and text structure to analyse, deconstruct and construct persuasive texts. They will include an introductory thesis, supporting arguments and a conclusion using persuasive language devices such as, high modality words, rhetorical questions and emotive vocabulary.

Mathematics: Students will continue to explore number concepts, such as place value and partitioning, and count collections of coins to match exact money amounts and totals. They will use positional language to compare location of objects on a map and use positional language to pose a question about the relative location of key features on a map. Students will consolidate their knowledge of time to the hour and half past the hour and begin to investigate quarter to and quarter past times.

Suggested Parent Involvement UOI 4

- Discuss the significant places your child visits / attends in their local area and have them identify why these places are special to them
- Help your child create a poster to convince their friends or family to buy their favourite cereal or toy
- Create opportunities to 'play with' or explore money

UOI 5: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Communicating culture through performing art	An inquiry into: <ul style="list-style-type: none"> culture around the world. how culture/cultural stories are communicated through dance and/or drama reasons for creating performing art 	Form Perspective	Reflective Risk-taker Open-minded

Task A: Students will identify ideas communicated through the dance and movements about Polynesian culture

Task B: Students will add direction notes to a known script of a Wurrtoo (book) Scene, noting movement and language choices in the script.

Learning Areas Covered UOI 5

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences during these terms.

Dance: Children will engage in music, songs and cultural stories from Australia and neighbouring countries. Children will add movements for a reason to represent feelings and emotions as part of the dance.

Drama: Children will learn how to read play scripts and create their own. Children will think about choice of words and movements, so the character's trait is portrayed accurately.

English: In addition to what is covered in UOI 4, Students will analyse, deconstruct and construct narrative texts, focusing on text structure and narrative language features such as, noun groups and detailed descriptions

Mathematics: Students will continue consolidating concepts covered in UOI 4. They will revise number concepts taught throughout the year and develop their problem solving and reasoning skills.

Suggested Parent Involvement UOI 5

- Read a book and parent/child to talk to each other about a scene in the book in character.
- Share an indigenous story with your child and talk about the meaning
- Create a dance to your favourite song and discuss the purpose of song choice.
- Retell your favourite story through a comic strip.

