You as an inventor!

Inquiry Question:
How do people use their knowledge of science to continue to create new and better products to enhance our lives?

Key Learning Area: Science

Understandings:
• Throughout history inventors have made a contribution to society.
• Inventors follow a process, which involves hypothesising, experimenting, collecting data, reflecting and making conclusions.
• People throughout time have used their knowledge of how to change matter to make better and more useful products.

Skills:
• Research, reflect and comment on an inventor and find out how their invention has impacted on society today.
• Plan, design, create and evaluate their own invention.
• Attempt to sell their invention in order to persuade others to purchase it.
• Present their invention to an audience that displays the main ideas learnt throughout the unit.

ENGLISH

Reading and Viewing:
This term your child will:
• Identify and explain how images like figures, tables and diagrams help us to understand factual information.
• Analyse how text structures and language features are used to meet the purpose of a text i.e. information reports and scientific reports.
• Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies i.e. table of contents, glossary, chapters, headings and subheadings.
• Use comprehension strategies to interpret and analyse information and ideas.

Writing
This term your child will:
• Plan and draft pieces of writing i.e. scientific experiment, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.
• Investigate how vocabulary choices express meaning, feeling and opinion.
• Re read students’ own and others’ work using agreed criteria and explaining editing choices.
• Use nouns such as common, proper and collective in their writing.
• Use appropriate tense when writing an information or scientific report.
Speaking & Listening
This term your child will:
• Understand the use of subjective, objective and bias language.
• Participate in and contribute to class discussions.
• Use skills such as voice projection and clarity according to the group size.
• Plan, rehearse and deliver presentations.

MATHS
Number and Algebra
This term your child will:
• Fractions can be expressed as decimals and percentages.
• Investigate and calculate percentage discounts of 10%, 25%, and 50% on sale items with and without a calculator.
• Find a simple fraction of a quantity where the result is a whole number e.g. 1/3 of a quantity is the same as dividing by 3.
• Compare fractions with related denominators and locate and represent them on a number line.
• Use decimals and percentages to find equivalent representations of common fractions e.g. \( \frac{3}{4} = \frac{9}{12} = 0.75 \)
• Solve problems involving addition and subtraction of fractions with the same and different denominators.

Measurement and Geometry
This term your child will:
• Name prisms or pyramids according to the shape of their base.
• Identify and list properties of 3D objects.
• Visualise and sketch nets for 3D objects.
• Read and interpret timetables from real life situations including those involving 24 hour time.
• Use bus, train and airline timetables to prepare simple travel itineraries.
• Use calendars to interpret monthly information.
• Analogue and digital time to 1-minute intervals.
• Convert time from seconds to minutes, minutes to hours, hours to days.
• Use the am and pm notation.
• Tell the time accurately using 24 hour time e.g. 2330 is the same as 11.30pm.

Statistics and Probability
This term your child will:
• Describe probabilities using fractions, decimals and percentages.

SOCIAL AND EMOTIONAL LEARNING
This term your child will
• Explain the benefits of working in a team.
• Work effectively in different teams, take on a variety of roles to complete tasks of varying length and complexity.
• Provide feedback to others and evaluate their own and the team’s performance.
• Develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
• Undertake some set tasks independently, identifying stages for completion.
• Demonstrate learning habits that address their individual needs.
• Persist when experiencing difficulty with learning tasks.

**PHYSICAL EDUCATION:**

This term your child will:
• Regularly participate in moderate to vigorous activities, both independently and in groups with the awareness of the characteristics of the physical activity intensity; for example moderate activity is associated with a slight but noticeable increase in heart rate and breathing.
• Perform basic and complex motor skills in a range of games and activities whilst learning gymnastics and dance.
• Evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development.
• Continue to refine and develop their skills for balance, coordination, strength and control.

**VISUAL ARTS:**

This term your child will:
• Paint and decorate a mask to celebrate the Italian Festa.
• Learn about Aboriginal symbols and create an interesting artwork.
• Create a poster promoting their invention learnt in class.
• Learn embroidery stitches, working with a pattern and using appropriate fabric to create a stuffed animal.

**ITALIAN:**

This term your child will be given the opportunity to use and practise the Italian language within the classroom. They will be investigating the basic Italian grammar through the ‘Avanti’ unit. They will investigate basic tenses used within the Italian language and begin to conjugate verbs appropriately. They will listen to short clips and with teacher assistance begin to respond in full sentences.