**Curriculum Corner**

**What’s happening at Torquay State School**

**Term 3, 2019**

**Torquay State School Priorities:**

* Reading – Continuing to consistently implement the Torquay State School framework for teaching reading across all classrooms.
* Spelling – Using Soundwaves to support a phonetic understanding and word development.
* Maths – Focusing on a wide range of strategies to develop fluency, and understanding as well as reasoning and problem solving.
* Writing – Using Seven Steps of Writing to improve structure and student disposition.

**English**

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| **Years**  **Prep/1** | **Dreamtime Stories** - Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers. |
| **Years**  **Two/Three** | **Komoko the Dragon** - Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text. |
| **Years**  **Four/Five** | **Austalian Poems and Ballads** - Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative. |
| **Year**  **Six** | **Letter to the Future -** Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences. |

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**Mathematics**

**The TSS Approach to teaching mathematics:**

Together with data analysis, shared planning and a focus on disposition towards maths, students will participate in a balanced math program in the following areas:

* Using mathematical language
* Visual models and materials where necessary
* Sharing thinking and justifying
* Asking clarification questions
* Peer discussion/Problem solving
* Active listening/Following/Thinking/Watching
* Contributing to class discussion
* Persisting at problem solving
* Attempting and discussing multiple strategies
* Peer tutoring
* Group work
* Applying skills from explicit lessons
* Identifying misconceptions

**Numeracy Diagnostic Testing**

Each term students complete a Numeracy Diagnostic Test. Their responses give teachers an insight into their mathematical thinking and inform our teaching programs.

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| **Years**  **Prep/1** | Exploring duration of time  Telling time to O’clock  Answering questions and collecting data  Measuring informal units - length |
| **Years**  **Two/Three** | Recognising 2D and 3D objects and transformations  Symmetry  Angles  Performing addition and subtraction calculations  Partitioning numbers  Measurement – length, capacity and area |
| **Years**  **Four/Five** | Multiplication and division facts to 10 X 10  Recognising and locating fractions  Measurement – mass, capacity, perimeter, area, temperature  Symmetry, shape, angle and transformation |
| **Year**  **Six** | Prime, composite, square and triangular numbers  Calculating percentages  Equivalent fractions and decimals  Integers and Cartesian planes |

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**Science**

Students develop and enhance their science inquiry skills by working in teams, in the science lab for one hour per class per week with a specialised Science teacher, Mrs Powell. They develop questions and hypothesis for investigation, and the gather and analyse data and results from completing those investigations.

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| **Years**  **Prep/1** | **Earth Science** – Weather and Seasons: where student investigate similarities and differences about clothing, food and activities undertaken in various seasons. Studies of the effects of day and night as well as seasonal changes in the natural environment is also undertaken. |
| **Years**  **Two/Three** | **Chemistry** – Mixtures and adding heat: What creates mixture and the impact of adding heat creates opportunities for some interesting learning. |
| **Years**  **Four/Five** | **Biology** – Migratory Wader Birds. Adaptations of plants and animals will be studied and knowledge applied more specifically to the migratory birds who come to Hervey Bay |
| **Year**  **Six** | **Earth Science** – Natural Disasters; What causes natural disasters as well as the real and potential impacts and threats to communities, people and the natural environment that occur are the focus of this unit of work. Students then predict the possibility and potential outcome of natural disasters within the Hervey Bay community. |

**Digital and Design Technology**

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| **Years**  **Four/Five**  **A, B, D, E** | Students will be working on a Mystery Island Rescue project. This will involve some coding of the Sphero by the end of the term. |
| **Year**  **Six** | Crazy Robot Cars – Design and create a vehicle meeting a specified criteria. Time trails and track variety will be developed to test the creations and determine and overall winning design. |

**Humanities and Social Science**

It is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

Torquay teachers use the Australian Curriculum to develop students’ knowledge, understanding and skills through **inquiry questions**. The following inquiry questions allow for students to make meaningful connections.

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| **Years**  **Prep/1** | **My Special Places** – What are places like and what makes them special? |
| **Years**  **Two/Three** | **Impacts of Technology Over Time** – How has technology changed in the classroom and shaped our daily life? |
| **Year**  **Four** | **Early Exploration and Settlement** – What were the short and long term effects of European settlement? |
| **Year**  **Five** | **Communities in Colonial Australia** – How have individuals and groups in the past contributed to the development of Australia? |
| **Year**  **Six** | **Australia in a Diverse World –** How do places, people and cultures differ across the world? |

[](https://www.bing.com/images/search?view=detailV2&ccid=hpXqK0%2b7&id=8A31A1E62B574F58FCEC7197A53D79127B50EC55&thid=OIP.hpXqK0-7ciX4CxjxeWhfAgHaDu&mediaurl=https://www.prosperwalk.com/wp-content/uploads/2015/10/GFFS-LOGO-COLOR_cutout.jpg&exph=254&expw=504&q=images+health+skipping&simid=608042552055039780&selectedIndex=293)

**Health and Physical Education**

The development of movement skills, and social and emotional skills through physical play, and the development of knowledge and skills to help keep students safe, healthy and active are provided for in the Health and Physical Education curriculum. At Torquay students work with their class teacher and specialist teacher, Mrs Wylie to demonstrate these skills.

A whole school focus on Skipping: Students perform skipping sequences and identify how their body responds to physical activity. Through the TSS skipping program, students will develop and refine skipping skills and sequence. Students will also investigate the heart’s reaction to physical activity.

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| **Years**  **Prep/1** | **Looking out for others** - Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings. |
| **Years**  **Two/Three** | **Stay Safe** - Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and explore the emotions they feel in response to safe and unsafe situations. Students consider aspects of sun safety and how they can promote their health, safety and wellbeing. |
| **Years**  **Four / Five** | **Culture in Australia** – Positive Interactions: Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions. |
| **Year**  **Six** | **Let’s Talk About it (Puberty Program)** - Students explore the social, emotional and physical changes associated with puberty. They investigate strategies available to assist them with this transition. |



**LOTE**

Students learn Chinese Mandarin as their Language Other the English in Years 4 – 6. This is taught by Mr Wang.

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**The Arts**

The Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. At Torquay we cover each of the 5 Arts subjects – Dance, Drama, Media Arts, Visual Arts and Music. Mrs Royal is our specialist Music teacher and our class teachers provide students with rich, sustained, rigorous learning in each of the areas.

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| **Years**  **Prep/1** | Drama: **Stories Come to Life** – Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement. Our students will be doing this through the medium of Traditional Dreamtime stories.  Music: **Let’s Sing and Play Together** - In this unit, students explore rhymes and songs as stimulus for music making and responding. |
| **Years**  **Two/Three** | Drama: **Elements of Drama** – Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement. Our students will be doing this through Reader’s Theatre using traditional fables, fairy tales and stories.  Music: **Let’s Celebrate/ Let’s Remember** - In this unit, students use the recorder to make music. They also respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. |
| **Years**  **Four/Five** | Drama: **Dramatic Transformations** – Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. This includes puppetry, masks, media, props and alternate performance spaces. Our students will be using Australian poems for inspiration.  **Musical Characters and Action** - In this unit, students use the guitar to make music. They also respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes. |
| **Year**  **Six** | Year 6 – Media: **What’s the Story** – Students will create and present a news report style film on a natural disaster. This includes experimenting with media technology and collaborating in the production process of producing a script, storyboard, film, photography, editing, lighting, sound and text to create mood and atmosphere.  Music: **Rhythmic Riot** - In this unit, students use the guitar to make music. They also respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. |