



## What's happening in curriculum at Torquay State School Term 4, 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 writing structure and student disposition.

### English



Years Prep/1	<b><u>Procedure</u></b> - Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements using the Light House Keepers Lunch book series.
Years Two/Three	<b><u>Writing and presenting poetry</u></b> - Students write and present an adaptation of a poem.
Years Four/Five	<b><u>Written comparison of a novel and film</u></b> - Students write a comparison of the novel 'Storm Boy' and its film adaptation.
Year Six	<b><u>Panel discussion</u></b> - Students participate in a panel discussion to analyse and evaluate the style of author Andy Griffiths.

### 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:

<ul style="list-style-type: none"> <li>• Using mathematical language</li> <li>• Visual models and materials where necessary</li> <li>• Sharing thinking and justifying</li> <li>• Asking clarification questions</li> <li>• Peer discussion/Problem solving</li> <li>• Active listening/Following/Thinking/Watching</li> <li>• Persisting at problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing to class discussion</li> <li>• Attempting and discussing multiple strategies</li> <li>• Peer tutoring</li> <li>• Group work</li> <li>• Applying skills from explicit lessons</li> <li>• Identifying misconceptions</li> </ul>
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## **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.

<b>Years Prep/1</b>	Connect number names, numerals and quantities Language to describe location Compare objects using mass, length and capacity Carry out simple addition and subtraction.
<b>Years Two/Three</b>	Count, model and represent numbers to and from 1 000 represent multiplication and division Interpret Grid Maps Represent Fractions
<b>Years Four/Five</b>	Time durations Converting 12-hour and 24-hour time Recalling Multiplication and Division Factors and Multiples
<b>Year Six</b>	Probability & comparing frequency Transformations Number sequences involving whole numbers, fractions & decimals



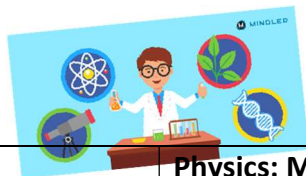
## **Humanities and Social Science**

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.

<b>Years Prep/1</b>	<b><u>My changing world</u></b> – To investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it.
<b>Years Two/Three</b>	<b><u>Our unique communities</u></b> – To investigate the significance of commemorations and celebrations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.
<b>Year Four</b>	<b><u>Early Exploration and Settlement continued</u></b> – What were the short and long term effects of European settlement?
<b>Year Five</b>	<b><u>Participating in Australian Communities</u></b> – To investigate democratic values and processes in the school community. <b><u>TSS Leadership Program</u></b> – Leadership is about attitude and often a determination to bring about change or make a difference. Everyone has leadership qualities and the capacity to contribute to community wellbeing. The TSS Leadership program highlights leadership strengths and provides opportunities for self-reflection and inspiration for personal action with future leadership.
<b>Year Six</b>	<b><u>Australia's Global Connections</u></b> – To investigate the effects of trade connections between Australia and Asia.

# Science



<p><b>Years Prep/1</b></p>	<p><b>Physics: Movement</b> - Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p> <p><b>Physics: Light and Sound</b> - Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. Students sort objects according to criteria and share observations with others.</p>
<p><b>Years Two/Three</b></p>	<p><b>Physics: push and pull/forces</b> - Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. Students pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p> <p><b>Biology: living and non-living things</b> - Students group living things based on observable features and distinguish them from non-living things.</p>
<p><b>Years Four/Five</b></p>	<p><b>Biology: Turtles</b> - Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p> <p><b>Chemistry: solids, liquids and gases: observable properties</b> - Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.</p>
<p><b>Year Six</b></p>	<p><b>Biology: Life on Earth</b> - Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>



## LOTE

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

# 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.

Each year, students from Prep to Year 6, are given the opportunity to participate in the water safety and swimming program delivered by qualified swimming instructors at the Hervey Bay Aquatic Centre.

Torquay State School uses the 'Water Safety and Swimming Education' program outlined by the Queensland Government. The Department of Education provides the program inclusive of resources to schools. All resources are based on current water safety and learn to swim best practice and are aligned to the:

- draft National Swimming and water safety framework
- Australian Curriculum: Health and Physical Education (HPE) achievement standards and content descriptions
- department's Prep to Year 10 HPE Curriculum into the Classroom (C2C) materials.

In addition to the weekly swimming lessons, Mrs Wylie will be working with students to develop and refine striking/fielding skills. During this time students will be required to apply strategies to work cooperatively and apply rules fairly.

<p><b>Years Prep/1</b></p>	<p><b>My safety, my responsibilities</b> - Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p>
<p><b>Years Two/Three</b></p>	<p><b>Good friends</b> - Students investigate how emotional responses vary and understand how being a good friend helps them to interact positively with others in a variety of situations. They recognise strategies for managing change and identify how meeting challenges strengthens identity.</p>
<p><b>Years Four / Five</b></p>	<p><b>Parents and Caregivers received a letter asking to select the unit of work they would like their child to participate in.</b></p> <p><b>Netiquette and online protocols</b> - Students examine and interpret health information about cybersafety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify local resources to support their safety.</p> <p>Or</p> <p><b>Growing up</b> - Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Examine how identities are developed and change from pre-teen years into adolescence</li> <li>• Examine developmental changes that occur during pre-teen years</li> </ul> <p>Investigate strategies and resources available to manage the changes associated with growing up and puberty.</p>
<p><b>Year Six</b></p>	<p><b>Transitioning</b> - Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p>

# 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.



<p><b>Years Prep/1</b></p>	<p>Dance: <b>Dancing characters</b> - Students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> <p>Music: <b>Musical Stories</b> - Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.</p>
<p><b>Years Two/Three</b></p>	<p>Dance: <b>Celebrating dance</b> - Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>Music: <b>Let's Celebrate/ Let's Remember</b> - 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.</p>
<p><b>Years Four/Five</b></p>	<p>Dance: <b>Celebrating dance</b> - Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p><b>Musical Characters and Action</b> - 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.</p>
<p><b>Year Six</b></p>	<p>Dance: <b>Graduation Dance</b> - Students make and respond to dance from Australia and other countries. This will be shared with families at the year 6 Graduation.</p> <p>Music: <b>Rhythmic Riot</b> - 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.</p>