**ENGLISH**
In this unit students will use appropriate language to describe the effects of persuasive techniques used on a breakfast cereal package and report these to their peers.

Students will use ICT tools to manipulate text and images to create an effective composition and write a text to promote a breakfast cereal.

This term, students will be focussed on developing their comprehension strategies – making inferences, determining importance and summarising.

**MATHS**
In maths this term we are focusing on:

**Fractions and decimals** - Investigating halves, quarters and eights. Converting fractions decimals. Using fraction families

**Chance** - Using spinners, dice and coins to investigate the probability of possible outcomes.

**Data** - Displaying and analysing data. Using and creating tables, tally graphs, bar graphs and picture graphs. Creating a class survey.

**Patterns and algebra** - Solving word problems that involve multiplication and division.

**Number and place value** - investigating mental maths strategies, multiples, number patterns and multiplication facts up to 10.

**Measurement** - Finding the area of regular and irregular shapes. Calculating the volume of shapes. Problem solving involving time, using timetables. 24 hour time.

**SCIENCE - Fast Forces**
This term in Science students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects.

They will use their knowledge of forces to make predictions, collect and communicate data about games.

Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.

**GEOGRAPHY**
In Geography this term, our inquiry questions are:

How do different views about the environment influence approaches to sustainability?

How can people use places and environments more sustainably?
TECHNOLOGY

This unit links to our Health unit.

The students will follow the design process to design, make and evaluate models of their Food Super Hero and Super Villain.

HISTORY

In History will be inquiring about:

- What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?
- What was the nature and consequence of contact between Aboriginal people and/or Aboriginal peoples and early traders, explorers and settlers?

THE ARTS

In The Arts, students are studying elements of visual arts. Students will explore Aboriginal art patterns and symbols and experiment with techniques in painting.

HEALTH

In Health, students look at the benefits of eating a balanced diet. They will investigate the different groups of foods and the benefits of each. They will design and present a Food Super Hero and Food Super Villain character. They will include information on their mission, super powers, how their powers came about and sources of weakness.

Kind regards

Mrs Mulholland