Students will understand how the use of text structures can achieve particular effects. They will analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students will compare and analyse information in different texts, explaining literal and implied meaning. They will select and use evidence from a text to explain their response to it. They will listen to discussions, clarifying content and challenge others’ ideas.

Students will understand how language features and language patterns can be used for emphasis. They will show how specific details can be used to support a point of view. They will explain how their choices of language features and images are used.

Students will create detailed texts elaborating on key ideas for a range of purposes and audiences. They will make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They will demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Procedural texts, flow charts and information reports will be the focus within the classroom. Oral presentation skills will continue to be developed, through independent and small group feedback sessions.

Students will continue with their study of artists, specifically Joan Miró. Students will use study and interest in art, to develop Discovery Learning project pieces.

Students will participate in drama activities, to improve oral language skills and verbalisation skills.

Students will continue to develop their understanding of, and the available uses of portable technologies. Students will be involved in a collaborative media project, that aims to develop their abilities to use filming equipment, editing software, and online podcasting software.

Students will be choosing appropriate ICLTs within the classroom to share learning, ie Twitter.

Students will look at the influence characteristics of religious art, and the iconography contained within. The Year 4 students will focus on symbols and icons. The Year 5/6 children will pose higher order thinking questions and develop personal responses to their understanding and interest in religious art.

Year 4 students will describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.

Year 5/6 students will compare and classify different types of observable changes to materials. They will explain how natural events cause rapid change to the Earth’s surface. They will describe and predict the effect of environmental changes on individual living things.

Students will follow procedures to develop investigative questions and design investigations into simple cause-and-effect relationships. They will identify variables to be changed and measured and describe potential safety risks when planning methods. They will collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They will describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.

Extra:
- Bayside Catholic Cluster Cross Country
- Redlands Cluster Interschool Touch Football Competition
- KidSpeak
- Classroom Liturgies
- Fr Frank visit
- Cricket Clinic