

CONDAMINE STATE SCHOOL

Classroom Information

Booklet

2017



Kennedy Street
Condamine, QLD 4416
Telephone (07) 4627 7147
Fax: (07) 4627 7113
Principal Mobile: 0428874292
Email: principal@condaminss.eq.edu.au

Whole School Programs

Programs	
Spelling Mastery	This program focuses on the strategies required to become successful, life-long spellers. Students access this program via small groups (dependent on pre-tests) whereby they are taught steps and provided opportunities to practise, to enable them to comprehend how spelling works.
Cars and Stars	Cars and Stars is a reading comprehension program that uses a range of sophisticated elements including graphic organisers, higher order thinking, varied text types and paired selections. Instruction is once again scaffolded into small groups (dependent on pre-tests) whereby staff model and guide student learning.
Home Reading	All students are encouraged to read EVERY night for a minimum of 10 minutes. This practise enables our students to practise their strategies and become more fluent and confident readers. For consistency across the school, each child is awarded 2 Condi Coins for their nightly reading.
Mental Maths	Maths Mentals is part of students' homework each week. We ask that students complete the corresponding day throughout the week (Friday will be completed in class). If your child does not understand a question we ask that they circle it and seek assistance the following day from their teacher. All marking will be completed on Fridays.
Communication	Kate works in the office Wednesday's and Thursday's. If you are calling on alternate days, staff will not answer the phone when on class, as we believe that students and learning come first. Staff will endeavour to reply to your message at their earliest convenience. All students can utilise their reading record book to communicate with staff members. Alternatively, messages can be e-mailed, sent to the school mobile or voice mail on the school phone; all messages will be retrieved and followed up as soon as possible.
Brain Break	We encourage students to bring either a piece of fruit or some raw vegetables to be eaten during this time. It is an opportunity for students to have a break, in order to keep functioning, and receive a boost of energy so they can continue to focus until first break.
Behaviour	The Responsible Behaviour Plan is enacted across the school. Positive behaviour choices are rewarded with 'Condi' coins. Students save their coins to choose a prize from the corresponding level (in the display cabinet).
Health and Physical Education	This year we have a new HPE teacher – Miss Stoltz. Throughout the year, students will learn skills associated with a range of sports. They will be provided with opportunities to practise these skills and apply them in a game situation. Students will also cover health topics during these sessions.
Music	Music will continue to be held on Monday mornings and delivered by Roxy Bidgood. Mrs Bidgood also offers students the opportunity to participate in Choir during first lunch. Students who participate in choir also have the opportunity to participate in local eisteddfods.
Religion	Unfortunately our religious instruction teachers Mr and Mrs Gaze are still on a leave of absence. Therefore there will be no religious instruction until further notice.
Teacher Meetings	Our school greatly values our parents and the role they play in the education of their children. We recognise that parents often wish to speak to teachers before and after school, and welcome these conversations. However, as with our students, staff also have to ensure they are ready for the start for the day and we ask that parents recognise this and have any discussions with teachers well before the bell or wait until after 3pm. If you would like to organise a teacher meeting, please contact the office on 4627 7147.

P-2 with Mrs Melody Walker

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 9.00-11.00	MUSIC	Spelling Mastery	Spelling Mastery	Spelling Mastery	Spelling Mastery
		CARS and STARS	CARS and STARS	CARS and STARS	CARS and STARS
		Fruit Snack/Role/Calendar	Fruit Snack/Role/Calendar	Fruit Snack/Role/Calendar	Fruit Snack/Role/Calendar
		PE	PE	PE	PE
8.00-11.05	Eating Time (cansins)	English (Yr 1-2)	Phonics (Prep)	English (Yr 1-2)	Phonics (Prep)
		Grammar (Yr 1-2)	English (Prep)	Grammar (Yr 1-2)	English (Prep)
		Spelling/Sight Words Testing	Handwriting/Dictation	Spelling/Sight Words Testing	Handwriting/Dictation
		Handwriting/Dictation	Handwriting/Dictation	Handwriting/Dictation	Handwriting/Dictation
8.25-11.30	Play Time	Play Time	Play Time	Play Time	Play Time
Session 2 8.30-1.00	Spelling (Yr 1-2)	Phonics (Prep)	Maths	Maths	Maths
	Spelling (Yr 1-2)	Phonics (Prep)	Maths	Maths	Maths
	Spelling (Yr 1-2)	Phonics (Prep)	Maths	Maths	Maths
	Spelling (Yr 1-2)	Phonics (Prep)	Maths	Maths	Maths
1.00-1.25	Eating Time (cansins)	Eating Time (cansins)	Eating Time (cansins)	Eating Time (cansins)	Eating Time (cansins)
1.25-1.45	Play Time	Play Time	Play Time	Play Time	Play Time
Session 3 1.45-3.00	Behaviour Management Activity	Reading Rotations	Reading Rotations	Geography/History	Parade
	Art/Technology	Reading Rotations	Reading Rotations	Geography/History	Parade
	Art/Technology	Reading Rotations	Reading Rotations	Geography/History	Parade
	Art/Technology	Reading Rotations	Reading Rotations	Geography/History	Parade
3.00-3.15	Pack away/Messages/Role	Pack away/Messages/Role	Pack away/Messages/Role	Pack away/Messages/Role	Pack away/Messages/Role

Subject Focuses

Literacy Unit Focus

Students in the P-2 Class will participate in the Jolly Phonics (P) and Jolly Grammar (1-2) programs throughout the year. Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. The program uses a combination of actions for each of the 42 letter sounds and multi-sensory activities. Jolly Grammar is the next stage, after a first year with Jolly Phonics. The program is active and multi-sensory, with emphasis on consolidating the children's knowledge from Jolly Phonics and helping them develop an understanding of how grammar works. By teaching key essential grammar rules, it helps children bring diversity to their writing and improve their spelling in a structured way.

Term 1

Students will read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students will create a persuasive response and compare how the representations of a character are depicted differently in two publications of the same story. They will also give reasons for a particular preference.

Term 2

Students will listen to, read and view a range of narratives, including some multi-modal texts, to explore the use of descriptive language in the construction of a character. Students will retell a familiar story as a multimodal text incorporating written, oral and pictorial information and present their retell orally to a familiar audience.

Term 3

Students will read, view and listen to a range of stories with animal characters and ask open and closed questions of an animal character. Students will create an informative text about a character in a literary text using ICTs.

Term 4

Students will listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They will identify emotive content and justify their interpretations of a story.

<p>Numeracy</p>	<p>Throughout the year, students will focus on a range of mathematical concepts across the 3 strands;</p> <p>The Maths unit focus is on patterns and algebra, number and place value, using units of measurement, location and transformation, data representation and interpretation and chance. Please read our newsletter for more details on these concepts throughout the term.</p> <p>In addition to our Math unit, students will also participate in the online maths program, Mathletics. Mathletics is aligned to the Australian Curriculum and focuses on providing challenging maths activities in an interactive online learning environment. Students are placed into groups based on ability level and are then assigned tasks by teachers based on the maths topics being covered in class. These tasks can be completed by students independently during numeracy learning time and at home. Students' progress and results are easily monitored online by teachers.</p>
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Science

Term 1:

Students will participate in the biological sciences unit, "Bite me".

Through the concept of animals, children/students will:

- recognise that asking questions and making observations are an important part of exploring the natural world
- appreciate that to understand the relationships between living things, data is collected and patterns and relationships are identified and analysed
- explore how science knowledge helps people to understand the effect of their actions on ecosystems
- understand that living things are interdependent and interact with each other and their environment
- investigate the relationship between the growth and survival of living things and the physical conditions of their environment

For their assessment this term, students will create a journal of a living thing.

Term 2

Students will participate in the unit 'Terra Firma', This unit will give them opportunities to:

- observe changes in the sky and landscape
- Record changes in the weather and how these effect everyday life
- research and explore the place of the Earth in the solar system
- explore and make links between the Earth's rotation and the causes of day and night
- model the relative positions of the sun, Earth and moon
- explore the relationships between the relative positions of the sun, Earth and moon and predictable phenomena on the Earth
- research moon myths and culture, including Aboriginal and Torres Strait Islander Dreaming Stories.

Term 3

In the unit 'Wet, Wet, Wet' students will participate in learning experiences that will give them opportunities to:

- Examine familiar objects using their senses and describe properties
- Describe the connections between properties and usage
- Investigate the properties of solids and liquids and the effect of adding or removing heat.
- Classify changes as reversible or irreversible
- Differentiate between pure substances and mixtures and investigate separation techniques
- Consider the properties of water and why some objects sink yet others float.

Term 4

In the unit 'Marvellous Machines' students will participate in learning experiences that will give them opportunities to:

- describe ways objects move by using their senses.
- Explore how light and sound are produced by a range of sources
- explore how sound, heat and electricity are transferred and transformed

	<ul style="list-style-type: none"> - know and use safe practices when investigating sound, heat and electricity in the classroom and appreciate the implications at home - explore the ways in which pushes and pulls affect motion through direct contact or from a distance - investigate electrical circuits - investigate how solar energy, moving air and water can be used to generate electricity
History	<p>Term 1 Students will participate in the History Unit 'Remembering the Past'. The key inquiry questions guiding this unit are: For Prep:</p> <ul style="list-style-type: none"> - What stories do other people tell about the past? - How can stories of the past be told and shared? <p>For Year 1:</p> <ul style="list-style-type: none"> - How do we describe the sequence of time? <p>For Year 2:</p> <ul style="list-style-type: none"> - What aspects of the past can you see today? What do they tell us? - What remains of the past are important to the local community? Why? <p>Students will undertake two assessment tasks through the course of the unit to form a collection of work, including sequencing familiar events in order and relating a story about a family event from the past.</p> <p>Term 3 Students will participate in the History Unit 'Comparing the past and the present'. The key inquiry questions guiding this unit are: For Prep:</p> <ul style="list-style-type: none"> - What is my history and how do I know? <p>For Year 1:</p> <ul style="list-style-type: none"> - How has family life changed or remained the same over time? - How can we show that the present is different from or similar to the past? <p>For Year 2:</p> <ul style="list-style-type: none"> - How have changes in technology shaped our daily life?
Geography	<p>Term 2: <u>Exploring features of places</u> Students will investigate the inquiry questions identified from the Australian Curriculum: Geography:</p> <ul style="list-style-type: none"> - What are places like? - What are the different features of places? - How can we care for places? - How can spaces within a place be rearranged to suit different purposes? - What is a place? <p>Term 4: <u>Caring for special places</u> Students will investigate the inquiry questions identified from the Australian Curriculum: Geography. Prep</p> <ul style="list-style-type: none"> - What makes a place special? - How can we look after the places we live in? <p>Year 1</p> <ul style="list-style-type: none"> - What are the different features of places?

	<ul style="list-style-type: none"> - How can we care for places? <p>Year 2</p> <ul style="list-style-type: none"> - How are people connected to their place and other places? - What factors affect my connection to places?
The Arts	<p>Term 1 Students create new stories in artworks by collaging characters, objects and landscapes from different artworks. For their assessment, students will explore ideas about representing stories and experiences through collage and mixed media.</p> <p>Term 3 In this unit students explore manipulation and representation of self. Throughout the unit, students will have opportunities to develop their higher-order thinking skills. For their assessment students will explore how photographic portraits represent moments in time and how technology can manipulate reality in media artworks.</p>
Technology	<p>Term 2: <u>Spin it!</u> In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternative projects are also described.</p> <p>Students will apply these processes and production skills:</p> <ul style="list-style-type: none"> - Investigating spinning toys and analyse how they are made and how they work. - Generating and refining design ideas, communicated by simple drawings and models. - Producing a functional product that appeals to the client. - Evaluating their design and production processes. <p>Collaborating and managing by working with others and by sequencing the steps for the project.</p> <p>Term 4: <u>Grow, grow, grow</u> In this unit, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> - investigating environments and analysing how they meet a purpose - generating and refining design ideas, communicated by simple drawings - producing a simple drawing of a designed solution that responds to a client's need - evaluating their design and production processes - collaborating and managing by working with others and by sequencing production steps.

3-6 with Miss Melissa O'Neill

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session 9:00am – 10:00am	MARK ROLL – follow up any unexplained attendance	SPELLING MASTERY	SPELLING MASTERY	SPELLING MASTERY	SPELLING MASTERY
	HPE	CARS and STARS	CARS and STARS	CARS and STARS	CARS and STARS
Brain Break 10:00-10:10					
Morning Session 10:10am – 11:00am	MUSIC	5/6 SCIENCE	3/4 GRAMMAR	LITERACY UNIT FOCUS	LITERACY UNIT FOCUS
Lunch 11:00-11:30					
Middle Session 11:30am – 1:00pm	NUMERACY PROBLEM SOLVING	5/6 SCIENCE	3/4 GEOGRAPHY	NUMERACY FOCUS	NUMERACY FOCUS
Afternoon Tea 1:00-1:45					
Afternoon Session 1:45pm – 3:00pm	LOTE	Grammar	5/6 GEOGRAPHY	3/4 SCIENCE	READING / GRAMMAR
	Afternoon Jobs	Afternoon Jobs	Afternoon Jobs	Afternoon Jobs	Afternoon Jobs
				TECHNOLOGY	PARADE THE ARTS

Please note the above timetable is subject to have minor changes throughout the year to ensure all students are provided with the necessary teaching time and focus required.

Subject Focuses	
LOTE	Students in years 5 and 6 will continue to partake in LOTE (Japanese) studies this term. Miss O'Neill will supervise the program that is accessed online via iConnect.
Literacy Unit Focus	<p>During this time allocation, students in the 3-6 classroom will be investigating aspects of the current unit of study.</p> <p>Term 1 Students are learning about persuasive advertisements and the media (combining 2 curriculum areas). Students will be required to plan, design and create a television advertisement for their school (these will be published on our school website throughout the remainder of the year).</p> <p>Term 2 Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in poetry. They will use this knowledge to innovate poems and evaluate them by expressing a personal viewpoint using evidence from the poem.</p> <p>Term 3 Students will listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They will demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They will create a written comparison of a novel and film.</p> <p>Term 4 Students will listen to, read, view and analyse informative and literary texts. They will create and present a spoken presentation by a character.</p>
Numeracy – Problem Solving	<p>Each week students will be faced with a mathematical problem to solve. Each problem will link to a focus area within their numeracy studies and provide students opportunities to demonstrate their level of understanding and competencies with the topic.</p> <p>Each problem is designed for students of all ages and ability levels to be able to access it from different starting points. For example – some students may be comfortable using hands on materials whereas others may want to use an algorithm – both are acceptable.</p>

<p>Numeracy</p>	<p>Each Numeracy session commences with a warm up activity to get our minds thinking mathematically and about our topic for the week. It also provides students with the opportunity to practise other skills to ensure mastery.</p> <p>Throughout the year, students will focus on a range of mathematical concepts across the 3 strands;</p> <p>The Maths unit focus is on patterns and algebra, number and place value, using units of measurement, location and transformation, data representation and interpretation and chance. Please read our monthly newsletter for more details on these concepts throughout the term.</p> <p>In addition to our Maths unit, students will also participate in the online maths program, Mathletics. Mathletics is aligned to the Australian Curriculum and focuses on providing challenging maths activities in an interactive online learning environment. Students are placed into groups based on ability level and are then assigned tasks by teachers based on the maths topics being covered in class. These tasks can be completed by students independently during numeracy learning time and at home. Students' progress and results are easily monitored online by teachers.</p>
<p>Science</p>	<p><u>Term 1</u> Science is a Biology unit which focusses on the questions:</p> <ul style="list-style-type: none"> • What is a living thing? • How are living things grouped? • How do they grow and change? • How do they adapt to and interact in their environment? <p>Years 3 and 4 activities will include collecting specimens and filling out Museum Cards.</p> <p>The assessment piece will be to research a plant or animal and prepare an exhibit about it. Students are to include information about its physical characteristics, needs, life cycle, the other plants or animals that rely on it and the environmental factors that threaten it.</p> <p>Years 5 and 6 activities include a presentation on an animal and the adaptations it has to suit its environment.</p> <p>The assessment piece will be to complete an investigation on plant adaptations and communicate the results of this.</p> <p><u>Term 2 – Earth and Space.</u></p> <p>Years 3 and 4 students will:</p> <ul style="list-style-type: none"> • Model the way erosion works, • Investigate how different ground surfaces can affect erosion • Explain how people cause erosion problems, and • Plan a strategy to control an erosion problem. <p>Year 5 and 6 students will:</p> <ul style="list-style-type: none"> • Model two ways fluids move in nature • Explain wind patterns and wind speed in nature • Explain cyclone data and observations • Describe the effects of cyclones on the environment, and • Describe how new technology can reduce the impacts of cyclones. <p><u>Term 3 – Chemical Science</u></p> <p>Years 3 and 4 students will:</p> <ul style="list-style-type: none"> • Consider the properties of liquids • Carry out an investigation, and

	<ul style="list-style-type: none"> Describe the results <p>Years 5 and 6 students will investigate chemistry through reversible and irreversible changes, mixtures and separation techniques</p> <p><u>Term 4 – Physical Science</u></p> <p>Years 3 and 4 students will construct and present a simple machine.</p> <p>Years 5 and 6 students will build a model turbine. They will test their model and modify the design to see if they can improve the performance.</p>
Geography	<p>During Semester 1, students in Years 3 and 4 will be doing a unit that looks at protecting and using places and the environment more sustainably.</p> <p>Year 5 and 6 students will be doing a unit which explores the connections between people places and the environment. They will be comparing Australia to other G20 countries in Asia.</p>
History	<p>During Semester 2 students will study history.</p> <p>Year 3 and 4 students will recognise celebrations and commemorations and their relevance to past events. Students will investigate the significance of ANZAC day and other National and Local days including Queensland Day.</p> <p>Year 5 and 6 students will investigate the impact of the Gold Rushes on Australia. They will look at life in the Gold fields in the 1800's and changes caused by migration to the Goldfields. They will also investigate migration to Australia after the 1900's, particularly Vietnamese migration.</p>
The Arts	<p>Term 1:</p> <p>The Arts unit and English are combined. For the arts component, students will explore representation of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.</p> <p>Students will plan and design a television-style advertisement and provide a written response comparing persuasive techniques used in this type of advertisement.</p> <p>Term 2:</p> <p>Students will explore the communication of cultural meaning through found objects and surface manipulation. They will make, display and discuss their own and others' artworks.</p> <p>Term 3:</p> <p>Students will make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal Drama and Torres Strait Islander drama) and Australia's neighbouring countries.</p> <p>Term 4:</p> <p>Students will make and respond to dance by exploring how dance is used to represent stories.</p>
Technology	<p>Semester 1</p> <p><u>Design Technologies – A-maze-ing games</u></p> <p>There are a number of aspects that students will be investigating and learning throughout this unit, therefore it will be taught over the entire Semester.</p> <p>This Semester students will engage in a number of activities, including:</p> <ul style="list-style-type: none"> investigating functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems examining a maze game to explore algorithm design and develop skills in using a visual programming language work collaboratively to create a new maze game (small groups)

	<p>Semester 2:</p> <p><u>Digital Technologies</u> – What digital systems do you use?</p> <p>In this unit students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language.</p>
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