

# Stage 3

## "CHANGE"

Term 2 – 2026



### Enduring Understanding

Earth and space are dynamic and ever-changing, and through observing natural phenomena we understand the relationships and systems within God's creation.

### Knowledge

#### An inquiry into:

- Changes in the Earth's surface.
- The solar System and Earth's place in it.

### Action

#### What might our students do now?

Students will develop their curiosity and awareness of the changes that occur in our universe and will better understand more complex ideas about how their actions have can have a ripple effect on humans and all of creation.

### Progressive Summative Assessment

Plan and create an Information report written in a fact file format about a phenomena / weather pattern / aspect of The Solar System.

Identify links to cause and effect of changes in the universe.

### Faith & Character Formation

To understand that Jesus can do things other people cannot do because he is God.

To understand what the kingdom of God is like.

To understand the concept of Grace.

To understand that Jesus transforms lives.

### Concepts

**What do we want students to conceptually understand?**

**God designed the world to change and sustain life.**

### Learning Habits

**What do we want students to be able to do and who we want them to become**

#### Collaboration

- I participate in group, and respond to others thoughtfully.
- I help plan and contribute to group work by agreeing on goals, and sharing tasks.
- I recognise when there is a conflict in the group and help find solutions.

#### Attention to Detail

- I pay attention to and check instructions to follow them.
- I review my work for mistakes or missing details, to ensure all parts are finished.
- I focus on accuracy and improvement.

#### Reflection

- I reflect on my work, what strategies worked well and what could be even better if...
- I set simple goals for my learning based on what I've reflected on.
- I consider how others might see things differently and how I can learn from others' ideas.



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### Suggested Parent Engagement

Visit the Planetarium.

Night sky observations and discussion.

Observing changes in the Earth's surface in your local environment , looking for evidence of deposition or erosion.

Follow the journey of the latest solar exploration and journeys.

#### Literacy Focus

##### Concepts

- Sentence structure
- Vocabulary
- Comprehension -
- Features of informative texts
- Research skills
- Note taking
- Creating an informative
- Multimedia features

##### Skills

- Conducting research on a chosen topic
- Questioning and note taking
- Using structure of an informative report
- Identifying and using subject specific vocabulary
- Reading to gather information and distinguish fact from fiction

#### Numeracy Focus

##### Concepts

- Operations
- Patterns
- Shape
- Statistics

##### Skills

- Algorithms using all 4 operations
- Identifying and continuing patterns
- Identifying shapes and their nets
- Identifying cross sections of 3D shapes
- Collecting, using and interpreting data

#### Japanese

Students will talk about what they do each day using vocabulary learned in Term 1. They also interact with peers by asking and answering questions.

#### Music

Students are investigating Medieval Music and will be learning four different street cries to play on a tuned instrument. They will re-arrange one of the pieces into a different version, using Song Lab on Chrome Music Maker.

#### P.E

##### Athletics

Individual and group-based activities to develop and refine performance skills in athletics (track and field) events in preparation for the Athletics Carnival.

##### Ultimate Disk

Refine and apply Ultimate Disk skills in new movement situations. Apply rules and scoring systems to promote fair play when participating.

#### Dance

Building on dance theatre skills. Exploring how dance can replace dialogue in scenes to portray a story. Students will also be looking at an introduction to Musicality, through listening to different styles of music and the layers/textures/dynamics that can be represented by movements in their own choreography. This will build their overall dance skills and help when learning choreography for Celebration in Term 3.

