



**Student Code of Conduct**

- I Keep Safe*
- I Cooperate*
- I Accept*
- I Respect*
- I am Friendly*

**Teachers**

- Constance Chen*
- Leo Liu*
- Jennifer Thomas*
- Chad Birks (LOTE)*
- Kathryn Granville (E.C.)*
- Monica Marsham (E.C.)*
- Liz Bujaroski (SLC)*

**Housekeeping**

- *All students wear a hat when outdoors*
- *Absences require a note to the teacher*
- *Only water bottles during class time*
- *Mawson is a nut free school*

**Library**

- 5/6C Wednesday*
- 5/6L Wednesday*
- 6T Wednesday*

**Homework**

*Fortnightly homework tasks will be set by the teacher and will use ICT such as Google Classroom. Students will also have research/written projects throughout the term.*

**Term 2 Dates:**

- Cross Country: 7/5*
- Year 6 Melrose HS Come and Try day: 8/5*
- Rostrum-School Final: 23/5*
- NAPLAN May 14-17*
- Year 5 Combined band 5/6*
- Year 6 Market day: 4/7*
- School report home 28/6*
- Parent/Teacher interviews July 1-5*

**5/6C, 5/6MIP & 6T OVERVIEW FOR TERM 2 2019**

**ENGLISH**

Students will participate in a balanced literacy program and will be engaged in a range of activities according to their instructional level. All learning experiences align with the Australian Curriculum.

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Consolidation of Persuasive and Narrative text-types</li> <li>• Information text-type such as biographies</li> <li>• Sentence structure revision – simple, compound and complex sentences</li> <li>• Consolidation of cursive handwriting – tricky joins and creating a personal style of signature</li> <li>• Using descriptive language and figurative devices to improve the quality of a text</li> <li>• Paragraphing – using linking words to sequence ideas and make writing flow</li> <li>• Compare organisation of print and digital texts</li> <li>• Proofreading and editing skills</li> <li>• Verbs, tense and adverbs</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Applying a variety of spelling strategies, including sound (hearing and recording sounds), visual (letter patterns), meaning (structure/meaning units), connecting (analogies) and checking (proofreading; finding correct spellings)</li> <li>• Individualised spelling lists</li> <li>• Daily learning and practising of words - prefix and suffix origins, suffix rules and tricky spelling rules</li> <li>• Using dictionaries to check the spelling and meaning of words</li> <li>• Using a thesaurus</li> </ul>
<b>Reading and Viewing</b>	<ul style="list-style-type: none"> <li>• Novel study – character analysis, genre, plot and author’s purpose of writing</li> <li>• Implementing Reader’s Workshop and building on individual and peer reading for sustained time periods</li> <li>• Reading aloud with fluency and expression techniques</li> <li>• Reviewing reading and decoding strategies</li> <li>• Student identified reading goals based on reading strategies for accuracy, comprehension and expanding vocabulary</li> <li>• Comprehension pre-/post assessment</li> <li>• <i>Behind the News/KidsNews</i> current affairs programs</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• ROSTRUM speaking competition</li> <li>• Identify and offer explanations and evidence for a viewpoint</li> <li>• Prepare and deliver presentations using a variety of strategies</li> <li>• Contribute actively to class and group discussions</li> <li>• Assembly and leadership presentations</li> </ul>

**HEALTH - Values and Leadership**

The focus this term will be on the following values: Fairness, Justice, Reflection, Respect and Tolerance. The students will have opportunities to take on various leadership roles within the school and will act as buddies to younger Pre-school and Kindergarten students. We will look at developing relationships, and personal and public leadership skills. The students will be involved in activities and discussions on forming relationships, honesty and kindness throughout the term. The students will also have opportunities to explore, identify and define the characteristics of being a good learner through discussions and cooperative learning activities.

**PHYSICAL EDUCATION**

This term the students will continue enhancing ball skills such as basketball shooting and netball throwing and catching without stepping. The students will have opportunities to practise soccer dribbling, passing and kicking skills through modified sport games. The school Cross Country will take place on Tuesday, 7 May. The students will also begin fitness training for the school Cross Country Carnival.

## **MATHEMATICS**

The class will have opportunities to develop understandings of all Mathematical strands through a range of stimulating and challenging activities. Each week, students will also be working on mental computation skills for the four operations and problem-solving strategies.

<b>Number and Algebra</b>	<ul style="list-style-type: none"><li>• Looking for patterns in a decimal chart</li><li>• Adding and subtracting decimals - using models and number lines</li><li>• Multiplying and dividing decimals by 10, 100 or 1000</li><li>• Multiply a whole number by a decimal</li><li>• Dividing a decimal by a whole number</li><li>• Estimating sums and differences</li><li>• Representing fractions in different ways, such as expressing fractions as whole numbers and using fractions to represent division</li><li>• Using models to compare fractions and finding equivalent fractions</li><li>• Relating fractions, decimals and percentage</li><li>• Expressing percentage greater than 100 and less than 1</li><li>• Finding the percentage of a number</li></ul>
<b>Measurement and Geometry</b>	<ul style="list-style-type: none"><li>• Measuring, predicting and drawing angles</li><li>• Using Properties of shapes to solve problems</li><li>• Constructing simple prisms and pyramids</li><li>• Classifying triangles</li></ul>
<b>Statistics and Probability</b>	<ul style="list-style-type: none"><li>• Data representation and interpretation</li><li>• Quantifying the likelihood of everyday events</li></ul>

## **INQUIRY UNIT**

### **HASS: Economics and Business**

#### ***Making decisions to benefit my community***

The key inquiry questions for this unit are:

- Why are there trade-offs associated with making decisions?
- What are the possible effects of my consumer and financial choices?
- Why do businesses exist and what are the different ways they provide goods and services?

In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar community or regional economics or business issue that may affect the individual or the local community (for example, making a purchasing decision about what mobile phone to buy based on the analysis of available options and trade-offs; or determining how to efficiently make use of a community space by comparing and weighing up the advantages and disadvantages of each available option for the individual, community and the environment).

The economics or business issue investigated will enable students to: recognise the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs; describe the effects of consumer and financial decisions on the individual, the broader community and the environment; and identify the reasons businesses exist and the different ways they provide goods and services.

Students will apply their acquired knowledge from this inquiry unit and create a business enterprise (market stall) for Market Day in Week 10. They will develop an operational plan to identify the resources needed for their business stall. They will consider advertising, equipment sourcing and prepare an expenses and income plan. Prior to Market Day they will organise a checklist to ensure that they have the required equipment and supplies necessary to operate a successful stall.

## **THE ARTS**

This term, the Arts program incorporates visual arts, music, dance and drama. The Arts program will be based around Australian Impressionism and connected with the English program – Biography. The students will have opportunities to explore landscape and environment in Australian art, and to investigate how artists in the late nineteenth century have represented or responded to the landscape and environment.

Restorative Practice  
supports students to  
learn from their  
mistakes and reconcile  
and resolve problems  
with others.

Questioning protocol

What happened?

What were you  
thinking at the time?

What have you thought  
about since?

Who has been affected  
by what you did?

In what way?

What needs to happen  
to make things right?

**MANDARIN IMMERSION PROGRAM (MIP)**

This term the students' learning will be based on the story *Little Xiaoming*. The students will develop Mandarin communication skills that enable them to follow teacher's instructions, participate in class routines and activities, respond to questions and share information. In Mandarin literacy, we will focus on narrative and biography text-types to develop the students' reading and writing skills using Mandarin. The students will also reinforce Pinyin system, Chinese handwriting, stroke order and radicals to develop their vocabulary capacity across key learning areas. In Mathematics, we will focus on using Mandarin to support learning of decimals, fractions, percentage and shapes through a variety of hands-on pairs, group work and individual learning activities. Students will also be able to practise their Mental Computation skills in Mandarin. Mandarin teaching will also link up with economics and business by doing some drama play, using authentic Chinese currency. Besides, students will do some activities regarding Dragon Boat Festival.

**LOTE – MANDARIN**

In term 2, the students will explore how the relationships of participants and context affect interactions. They will also explore the features of familiar text types in Chinese and use these features to assist in interpreting meaning when using Mandarin.