

## Years 5/6 Overview Term 4 2018

### **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.

#### *Student Code of Conduct*

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

#### *Teachers*

- Alicia Brown*
- Constance Chen*
- Kent Scott-McLean*
- Monica Marsham*
- Leo Liu (MIP)*
- Lee-Ying Leong (LOTE)*
- Chad Birks (LOTE)*

#### *Housekeeping*

- *All students wear a hat when outdoors*
- *Absences require a note to the teacher*
- *Fruit break is at 10 am*
- *Only water bottles during class time*
- *Mawson is a nut free school.*

#### *Library*

- 5/6BL Thursday*
- 5/6C Wednesday*
- 5/6M Tuesday*
- 5/6SM Tuesday*

- 5/6 MIP – Monday/Tuesday*
- 5/6BL LOTE – Monday*
- 5/6D LOTE – Wednesday*
- 5/6SM LOTE - Wednesday*

#### *Homework*

*Weekly 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 3 Dates:*

- Year 6 Cluster Conference – 18/10*
- NAPLAN Science Year 6 – 25/10*
- Swim and Survive – Weeks 2-3*
- Year 6 Market Day – 6/11*
- Year 6 Graduation assembly 19/12*
- Year 6 Graduation Dinner 19/12*

	<b>Year 5</b>	<b>Year 6</b>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Exposure to and writing of poetry which may include: Epitaph; Monster poem; Third eye; Echo verse; Epigram; Kennings; Lyric; Pantoum; Riddle; Rondeau; Terza and Ottava Rima</li> <li>• Use of language features such as rhyme, rhythm, figurative language, imagery, simile, metaphor, alliteration and onomatopoeia</li> <li>• Letter/email writing – formal and informal</li> <li>• Consolidation of Punctuation with revision of the uses of commas, apostrophes, speech and quotation marks, use of colon and hyphen, parentheses and abbreviations.</li> <li>• Proofreading and editing skills</li> <li>• Review of persuasive and narrative text-types</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to and writing of poetry which may include: Ballad; Blank verse; Epic; Horatian ode; Irregular ode; Ottava Rima and Pindaric ode</li> <li>• Use of language features such as rhyme, figurative language, imagery, simile, metaphor, alliteration, hyperbole, assonance and symbolism</li> <li>• Letter/email writing – formal and informal</li> <li>• Consolidation of Punctuation with revision of the uses of commas, apostrophes, semi colon, hyphen, signposts (@/ #) and abbreviations.</li> <li>• Proofreading and editing skills</li> <li>• Review of persuasive and narrative text-types</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</li> <li>• Partner testing, marking, recording and reflecting on spelling words</li> </ul>	<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</li> <li>• Partner testing, marking, recording and reflecting on spelling words</li> </ul>
<b>Reading and Viewing</b>	<ul style="list-style-type: none"> <li>• Participation in cooperative Reading lessons with a focus on learning to be Code Breaker, Text Participant, Text Analyst and Text User</li> <li>• Student identified reading goals based on reading strategies for comprehension, fluency and expanding vocabulary</li> <li>• Comprehension testing and questioning discussions</li> <li>• Reading direct speech with fluency and expression</li> <li>• Behind the news current affairs program</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in reader's workshop lessons with a focus on self-questioning, comparing, inferring and decoding strategies</li> <li>• Student identified reading goals based on reading strategies for comprehension, accuracy, fluency and expanding vocabulary</li> <li>• Comprehension testing and questioning discussions</li> <li>• Reading direct speech with fluency and expression</li> <li>• Behind the news current affairs program</li> </ul>

<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Contribute to class discussions</li> <li>• Assembly presentation</li> <li>• Research project presentation</li> <li>• Identify, describe and discuss similarities and differences between poetry and evaluate characteristics that define an author's individual style</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to class discussions</li> <li>• Assembly presentation</li> <li>• Research project presentation</li> <li>• Identify, describe and discuss similarities and differences between poetry and evaluate characteristics that define an author's individual style</li> </ul>
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## **MATHEMATICS**

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

	<b>Year 5</b>	<b>Year 6</b>
<b>Number and Algebra</b>	<ul style="list-style-type: none"> <li>• Revision of times tables up to 12x</li> <li>• Using written computation methods for addition and subtraction: adding and subtracting two-, three- and four-digit numbers; adding dollars and cents and adding two and three or more decimal fractions</li> <li>• Exploring strategies to multiply whole numbers, tenths, dollars and cents</li> <li>• Investigating and applying mental computation strategies for division with a focus on dividing three- and four-digit whole numbers and dividing the parts using dollars and cents</li> <li>• Consolidating work with decimal fractions – compare, round, order and represent decimals and explore decimal patterns</li> <li>• Connecting percentage to common and decimal fractions</li> <li>• Constructing number sentences – <i>What's my number?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Revision of times tables up to 13x</li> <li>• Exploring integers – comparing integers on a number line</li> <li>• Solving problems involving integers – money and temperature</li> <li>• Using written and mental computation strategies for addition, subtraction, multiplication and division</li> <li>• Solving addition and subtraction problems</li> <li>• Subtracting tenths and hundredths</li> <li>• Using written methods for multiplication</li> <li>• Multiplying and dividing decimals by powers of 10</li> <li>• Working with decimal – Rounding, comparing and ordering decimals fractions up to three decimal places</li> <li>• Locating thousandths on a number line</li> <li>• Constructing number sentences – <i>What's my number?</i></li> </ul>
<b>Measurement and Geometry</b>	<ul style="list-style-type: none"> <li>• Revision of working with 2D shapes</li> <li>• working with various representations of 3D objects, including drawing top views of 3D objects, working with different viewpoints and analysing prisms and pyramids</li> <li>• Using a variety of techniques to explore angles - measuring angles with informal units and a protractor, drawing angles with a protractor, describing angles and identifying angle arms</li> <li>• Converting between common metric units of length, mass and capacity, and connecting volume and capacity and their units of measurement</li> <li>• Working with 12- and 24-hour time systems including reading digital and analogue times</li> <li>• Representing location, direction and movement – using compass points, describing routes, using grid references, map conventions and exploring scale</li> <li>• Exploring transformations such as reflections and rotations of two-dimensional shapes including enlarging and reducing shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of working with 2D shapes</li> <li>• Analysing polygons, prisms and pyramids according to side and angle properties –analysing triangles, drawing polygons, representing prisms and pyramids, analysing and making nets</li> <li>• Calculating the magnitude of angles using reasoning, including estimating and measuring angles, exploring and calculating unknown angles at a point and on a straight line and around the common point of two or more intersecting straight lines, investigating vertically opposite angles and exploring diagonals and quadrilaterals</li> <li>• Relating mass to volume, length and capacity with a focus on relating grams and kilograms</li> <li>• Reading scales and making conversions</li> <li>• Consolidating the understanding of time, including placing events on a number line and interpreting a timetable</li> <li>• Solving problems involving 12- and 24-hour times and calculating Elapsed times</li> <li>• Representing location, direction and movement – using a coordinate grid Reviewing map conventions</li> <li>• Exploring transformations such as reflections and rotations of two-dimensional shapes including enlarging and reducing shapes</li> </ul>

<b>Statistics and Probability</b>	<ul style="list-style-type: none"> <li>• Collecting, representing and interpreting data and making financial decisions</li> <li>• Quantifying the likelihood of chance events using the language associated with chance and probability</li> <li>• Using frequencies to make predictions</li> <li>• Listing and analysing outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting, representing and interpreting data – using pie charts and bar graphs</li> <li>• Investigating secondary data</li> <li>• Quantifying the likelihood of chance events – using everyday events</li> <li>• Conducting chance experiments</li> <li>• Listing and analysing outcomes</li> </ul>
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## **INQUIRY UNIT**

### **Year 5**

#### **Business and Economics - Consumer Choice**

This term Year 5s will continue to learn about Business and Economics by completing an Integrated Unit called Consumer Choice. In this unit students will learn what a consumer is, the differences between needs and wants and Consumer Rights. The students will be given opportunities to describe factors that influence their choices as consumers. Students identify individual strategies that can be used to make informed consumer and financial choices.

#### **Civics and Citizenship – You and Me, The Decision Makers**

What is democracy in Australia and why is voting in a democracy important?

Year 5 will be looking at how we are all decision makers. Our decisions range from those that impact only on our own lives to decisions that affect the way we participate in and contribute to society. Students will examine how we make many decisions individually or collaboratively but other decisions are made for us or are made indirectly through representatives. This unit provides students with the opportunity to explore the purpose and meaning of voting as a democratic form of decision making.

The topic contains two investigations:

What do we mean by democracy?

Can we all make the decisions?

These investigations explore the democratic principles and values that underpin the individual's right to a free and fair vote, the concept of representation and the electoral systems that facilitate the election of parliamentary representatives.

### **Year 6**

This term the students will follow their study of the factors that led to Federation and the development of Australia as a nation. The students will explore the experiences of Australian democracy and citizenship over time, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children. They will have opportunities to investigate and understand the significance of Australia's British heritage, the Westminster system and other models that influenced the development of Australia's system of government. The students will learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

## **SCIENCE**

### **Earth's place in Space**

The students will be continuing their work on exploring and understanding "Earth's place in Space". They will research, collect and record relevant information about how humans have sought to explore and understand Earth's place in Space and how the observation of constellations provides evidence about the Space. The students will have opportunities to use hands-on, shared experiences of testing theories to represent and explain observable movement of the Sun and Moon in our sky. They will create an accurate model of the Solar System to investigate characteristics of the Solar System.

## **THE ARTS**

The Arts program incorporates visual art, music, media art, dance and drama. This term we will be focussing on digital art, Mandarin visual art and dance. In media art students will examine the elements of a magazine and create their personalised digital layout. In Mandarin visual art students will be practising using Chinese Calligraphy. In dance the students will also focus on rhythm and movement. They will be choreographing, practising and performing a class dance, as well as will have opportunities to learn a range of traditional and contemporary dances including ballroom, square, bush and modern dances.

## **PHYSICAL EDUCATION**

To begin the term, the students will be focusing on ball handling skills such as throwing, catching, kicking and hitting. They will also focus on sportsmanship, game tactics and strategies in team sports. The students will participate in the school end of year

concert performance. They will finish the term by consolidating skills in a variety of team sports such as cricket, basketball, soccer and touch football.

The health unit of work for this term focuses on the human body, development and puberty, and personal relationships. The students will be participating in a “Puberty-Physical, Social and Emotional Changes” Workshop delivered by Mawson Primary staff. This workshop will include opportunities to learn about puberty, good hygiene, and reproductive systems. Students will be encouraged to promote good health practices as a part of their weekly homework tasks.

### **ENVIRONMENTAL STUDIES**

In the Environment Centre, students will be continuing their biology unit of work on living things. Students in year 5 will be exploring how living things have structural features and adaptations that help them to survive in their environment. Students in year 6 will be learning about how the growth and survival of living things are affected by physical conditions of their environment. Students will also continue to care for the seedlings they grew from seed last term and planting them into our school garden when the weather warms up.

### **MANDARIN IMMERSION PROGRAM (MIP)**

In term 4, the students will continue to read and listen to Mandarin stories to develop their listening and reading comprehension skills. The learning topics of this term includes *Weather Forecast, Food and Dining*. The students will have opportunities to practise using high frequency words and phrases to construct sentences, as well as learning Mandarin cohesive devices, time expressions and tense markers to describe ideas and sequence events in their writing.

For Mandarin/Chinese Literacy, the students will have opportunities to explore a range of the popular *Three hundred Tang poems* 唐诗三百首 (Táng shī sān bǎi shǒu) and create their own poems to describe the beauties of nature and seasons. In Mathematics the students will continue to practise multiplication tables using Mandarin. The learning areas will cover Number and Algebra, Measurement and Geometry, as well as Statistics and Probability. The students will have the opportunities to solve word problems in Mandarin in the areas of the four operations, fractions, decimals, percentages, 3D and angles. They will also use an online learning tool: *Matific* to support their learning of Mathematics in Mandarin.

### **LOTE – MANDARIN**

In Term 4, the students’ engagement with Mandarin/Chinese language is mainly through speaking and listening. Their understanding of Chinese is dependent on context. As such they are constantly modelling, using familiar words or phrases to produce texts. Context of interaction in classroom will be in structured and scaffolded situations. This approach is an ongoing process for the visible learner. Topics for this term include Time - countries and time zone and continue with months and seasons; Shopping - money and currency, measuring word II, shopping language and shopping language. The students will continue to consolidate their learning of greetings and self-introduction. They will also have opportunities to listen to Chinese Science and invention stories related to topics.