

## 5/6C, 5/6MIP & 6T OVERVIEW FOR TERM 3 2019



### *Student Code of Conduct*

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

### *Teachers*

*Constance Chen  
Leo Liu  
Jennifer Thomas  
Lee-Ying Leong (LOTE)  
Kathryn Granville (E.C.)  
Damian Bridgers (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 3 Dates:*

*Athletics Carnival – Thursday  
Week 2  
Year 6 Cluster Leadership Conference at Canberra College – Thurs 8 August  
Science Night – Wednesday  
Week 4  
Book Week and Scholastic Book Fair – Week 5  
Mandarin Speaking Competition School Final – Week 8  
Panda Competition – Due  
Week 9  
Year 6 Camp: Warrambui – Wednesday 25 – Friday 27  
Sept Week 10*

### 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>• Information text-types including reports, news articles and book reviews</li> <li>• Imaginative texts including contemporary and traditional dramatic plays and scripts</li> <li>• Referencing resources using a bibliography and correct reference systems</li> <li>• Revision of sentence structure – simple, compound and complex sentences and the use of conjunctions</li> <li>• Using nominalisation, descriptive language and figurative devices to improve the quality of a text</li> <li>• Punctuation matrix with a focus on speech and quotation marks, use of semi colon and hyphen</li> <li>• Sentence fragments and colloquialisms</li> <li>• Note-taking, summarising and paraphrasing</li> <li>• Proofreading and editing skills</li> <li>• Consolidation of cursive handwriting</li> <li>• Paragraphing – using linking words to sequence ideas and make writing flow</li> <li>• Proofreading and editing skills</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>• Daily learning and practising of words – prefix and suffix origins, suffix rules and tricky spelling rules</li> <li>• Individualised spelling lists</li> <li>• Using dictionaries to check the spelling and meaning of words and using a thesaurus to improve writing</li> </ul>
<b>Reading and Viewing</b>	<ul style="list-style-type: none"> <li>• Novel study – character analysis, genre, plot main ideas 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>• Participation in Cooperative Reading lessons with a focus on learning to be Code Breaker, illustrator, investigator and Discussion Manager</li> <li>• Participation in Guided Reading lessons to enhance reading fluency and decoding strategies</li> <li>• Student identified reading goals based on reading strategies for comprehension and expanding vocabulary</li> <li>• Reading direct speech with fluency and expression</li> <li>• Reading 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>• Contribute to class discussions</li> <li>• Assembly presentation</li> <li>• Research project presentation</li> </ul>

### HEALTH - Values and Leadership

This term the focus of values are Responsibility, Self-discipline and Trust. 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 continue to 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 and learning dispositions through discussions and cooperative learning activities.

## **PHYSICAL EDUCATION**

This term the students will be focusing on developing teamwork skills and techniques. They will apply these skills to game situations. They will continue to practise soccer dribbling, passing and kicking skills in sport lessons and will have opportunities to play sports such as soccer, touch football and European Handball. The students will also be preparing for the Athletics track and field carnival by practising skills such as sprints, long distance running, shot-put and long jump for the Athletics Carnival held on Thursday 1 August.

## **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>• Comparing and ordering fractions</li><li>• Writing fractions in simplest form</li><li>• Comparing improper and mixed number fractions</li><li>• Understanding prime and composite numbers</li><li>• Finding common and greatest common factors</li><li>• Writing algebraic expressions</li><li>• Drawing a diagram to solve an equation</li><li>• Solving addition and subtraction equations</li><li>• Creating number sequence using whole numbers, fractions and decimals</li><li>• Identifying square and triangular numbers</li></ul>
<b>Measurement and Geometry</b>	<ul style="list-style-type: none"><li>• Finding perimeter</li><li>• Converting measurements</li><li>• Identifying decimals in the metric system</li><li>• Finding surface area</li><li>• Finding volume of a prism</li></ul>
<b>Statistics and Probability</b>	<ul style="list-style-type: none"><li>• Locating and plotting coordinates</li><li>• Data representation and interpretation</li><li>• Conducting chance experiments</li></ul>

## **INQUIRY UNIT**

### **SCIENCE: Earth and Space Sciences**

#### ***Creators and destroyers***

This term the Year 6 Inquiry Unit will focus on Earth and Space Sciences, and students will discover and learn how sudden geological changes and extreme weather events can affect Earth's surface. The specific emphasis will be a study of volcanoes as 'creators and destroyers'. While volcanic eruptions are often seen as devastating events causing destruction, they are also instrumental in creating new islands and adding to the continents while providing rich fertile soils and mineral deposits.

Through hands-on investigations, students will explore how volcanoes are formed, how the viscosity of lava effects the shape of volcanoes, the benefits and risks of living near a volcano and how volcanic activity is related to the structure of the Earth.

Students will plan and conduct an investigation of the viscosity of magma and its relation to volcano shapes. Over the course of this unit they will also identify and research a volcano. They will collect information to design, produce and present an information product, such as posters, visual slides, 3D models or animations, about their volcano.

The overarching idea: Sudden geological changes and extreme weather events can affect Earth's surface.

Key inquiry questions:

- What are the impacts of volcanic activity on Earth?
- Why are volcanoes located where they are?
- What are the key structural features of volcanoes?
- How does a volcano form and what affects its shape?
- What are the benefits of living near volcanoes?

This inquiry unit includes literacy and numeracy focuses to support learning in these areas and assessment strategies relevant to various stages of the teaching unit.

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?

**THE ARTS**

The Arts program will incorporate visual arts, media arts, music, dance and drama. The students will explore and research Chinese ancient inventions and will have opportunities to design and make arts and crafts to present these inventions to participate in the 2019 ACT Panda Competition. The students will be looking at the elements of drama, linking to our Reader's Theatre in Literacy sessions.

**MANDARIN IMMERSION PROGRAM (MIP)**

This term students' learning will focus on two major goals: Mandarin Speech Competition and Panda Competition. They will develop Mandarin communication skills that enable them to introduce themselves and tell an interesting story. In Mandarin literacy writing, we will focus on information report about Chinese ancient invention which integrates with the Panda Competition. Students will also reinforce the 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 fractions, area, volume and data through a variety of hands-on pairs, group work and individual learning activities. Students will also continue to practise their Mental Computation skills in Mandarin. They will do some activities regarding Mid-Autumn (Mooncake) Festival.

**LOTE – MANDARIN**

In LOTE, students' engagement with 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. Using greetings, talking about self and interactions in the classroom will be in structured and scaffolded in a variety of learning situations. This approach is an ongoing process for the visible learner. Topics for this term are mapping and directions, countries and seasons. In cultural aspects, students will have the opportunity to learn the story of the Moon Festival in September. In Science students will have the opportunity to investigate ancient inventions and stories related to these Chinese inventions.