

YEAR 5/6 OVERVIEWS – Term 3, 2017

Dear Parents,

Every term, each teaching team distributes an overview of the curriculum that will be covered during that term. I trust that you will find this comprehensive information useful.

Debra Starpins
Principal



CLASSROOM OVERVIEWS

ENGLISH

In English, there will be a focus on visual literacy through narratives. Students will use literacy skills to think critically about a variety of visual texts to determine how ideas are communicated and portrayed. They will use comprehension strategies of sequencing, inferring, visualizing, cause and effect to develop and support their interpretations and opinions.

Students will be introduced to vocabulary that is specific to “Mechanical Engineering” as well as language that enables them to interpret, reason and analyse information reports and explanation texts. They will have opportunities to borrow, read, discuss and share examples of narratives found in the classroom, library or brought from home. Students will investigate famous scientists and inventors.

Students will use comprehension strategies such as summarising, predicting, visualising, questioning, thinking aloud, identifying cause and effect to comprehend and interpret narratives and explanation texts read and viewed in class.

In Writing, students will plan and compose a narrative using knowledge gained from exploring the VCOP characters. This term, the VCOP characters Connie Connective and Ollie Opener will be introduced and students will be taught how to use these elements in their writing. They will identify and use powerful sentences openers and use connectives to join simple sentences. Later in the term, all students will receive ‘talk homework’, where they will bring home a teacher-selected topic to talk about with their family in order to write about it the next day at school.

In Grammar the students will explore possessive apostrophes, collective nouns, abbreviations, acronyms, prefixes and suffixes.

MATHEMATICS

Students will extend their skills and understandings in all aspects of Mathematics. The emphasis on automatic recall of number facts will continue. This will include the interrelationship of the facts as multiplication, division with regard to whole numbers and fractions. Students will examine the importance of “*the order of operations*”, clarifying which procedures should be performed first in a given mathematical expression. Students will examine the inter relationship between multiplication and division and will develop a range of methods to tackle these processes with whole numbers and fractions. They will solve problems involving division by a one-digit number, including those that result in a remainder. They will make connections between equivalent fractions, decimals and percentages. The students will explore and extend their knowledge of Mass working with tonnes, kilograms and grams. They will discuss the probability of an event happening and measure it as a number. The students will explore data collection and representation of this data with bar graphs, line graphs and pie graphs. For Geometry they will explore angles.

Students will be involved in tasks that encourage them to work mathematically. Tasks will be generated that allow an investigative learning process with more than one entry point, which will cater for the individual needs of students as they develop their understandings. Students will explore different strategies for tackling the problems and often finding there are various methods to achieve the outcome. Students will be asked to:

- *Read and understand the problem
- *Plan a strategy to start the problem
- *Carry out their plan
- *Check the result

INQUIRY LEARNING UNIT – Mechanical Engineering

This term the students will explore:-

- Energy is the ability to do work
- Energy can be transformed from one form to another and energy can be transferred from one thing to another
- There are different sources of energy (under the categories of renewable and non-renewable energy)
- There are different forms of energy (under the categories of kinetic and potential energy)
- Simple machines allow a mechanical advantage by changing the amount or direction of a force
- There are six classical simple machines
- There are different types of forces (frictional, gyroscopic, magnetic, rotational and gravitational)
- What is the role of a scientist? (Scientific method and thinking scientifically)

YEAR 5/6 SPORT

Grade 5/6 students will participate in an athletics program each Friday morning in preparation for Year 3 to 6 House Athletics Sports. Rotations will see students develop their skills through a series of events including long jump, triple jump, high jump, discus, shot-put, long distance running and sprints. The House Athletics Carnival will be held at Moonee Valley Athletics Track on Thursday 9th of August. This carnival as well as the Friday rotations will help to make up a squad who will be selected to represent our school in the Essendon District's Athletic sports at the end of Term 3.

INFORMATION COMMUNICATION TECHNOLOGIES

Students will use ICT to research information throughout all curriculum areas. Student's will access online materials and present their findings in a variety of formats. They will use interactive iPad applications and will use apps such as "TapTap Blocks", "Think 3D" and "Unfold" to explore the relationship between multiplication, area and mass. An emphasis will be placed on CyberSafety and Intellectual Property when using online resources.

LIBRARY

Students will visit the Library weekly to borrow and return books. Students will learn to identify which sections in the Library are most likely to house books to match their research topics and personal needs. Students will be encouraged to read and borrow a variety of texts to support their interests and class theme work or to research classroom topics using multimedia.

HOMEWORK

They will be required to read a minimum of 5 times a week for a minimum of 20 minutes, choosing from a wide variety of reading material, in both fiction and non-fiction categories. Homework will relate to tasks covered in class, including English, Maths (Mathletics) and the students will be required to complete one activity each week on our Inquiry unit of Mechanical Engineering.

EXCURSIONS AND DIRECT EXPERIENCES

Scienceworks Excursion (Tuesday 8th August) Cost: \$15

School Athletics Carnival (Wednesday 9th August) Back Up Date (Tuesday 15th August) Cost: \$12

Woorabinda Camp Grade 5 for selected students. (Monday August 21st- Thursday 24th August)

District Athletics Sports (Wednesday 30th August)

Book Week (Monday 14th to Friday 18th)

Science Expo (Date TBC)

RESILIENCE, RIGHTS and RESPECTFUL RELATIONSHIPS

The aims of the Strathmore Resilience, Rights and Respectful Relationships Program for this term are to:

Assist students to:

- Explain how emotional responses influence behaviour
- Explain the influence of emotions on behaviour, learning and relationships
- Analyse factors that influence their ability to regulate emotions.

During Term 3 students will be immersed in activities and discussions at a whole school and classroom level pertaining to Emotional Literacy. The students will explore:

- Seeking Help
- Gender Identity
- Positive Gender Relations
- Emotional Literacy
- Personal Strengths

SPECIALIST OVERVIEWS

ART

Students in Year 5/6 will engage in a Clay and Modelling unit this term. They will be given the opportunity to experiment with different types of clay including Terracotta and Air Dry Clay. Students will learn various techniques such as pinching, rolling, smoothing, applying texture (using fabric, pasta and utensils) and the 'Slip and Scoring' method, in order to attach their clay together.

Each student will design and produce one kiln fired piece of work as well as one air-dried clay piece and be encouraged to note the differences between the two types of clay.

ITALIAN LANGUAGE

The Grade Five and Six students will work on a unit titled 'Andiamo In Italia' (Lets go to Italy). They will create a passport in Italian with details about themselves. Students will learn how to ask information needed at a train station such as what time and where does the train leave from? and students will learn how to ask how to buy a train ticket. They will learn vocabulary in relation to places in a city such as shops, museums, the train station etc and how to ask and answer where these places are located. Students will learn to ask how much an item of clothing or food costs and how to give a response. They will be exposed to the verb 'essere' (to be) and they will learn how to conjugate it and use it in simple sentences. Each week a short clip of a different place in Italy will be shown to engage students in Italy's culture and beauty. Finally they will research a place, tourist attraction or topic of interest in relation to Italy and present what they have learnt at the conclusion of the term. They will introduce their topic in Italian and present the information to their peers and to the school community.

MUSIC

The Music Program for Term 3 focuses on developing students' playing and performance skills, understanding traditional and graphic notation and considering music elements when arranging pieces. Students explore creative ways of representing music and express their creations through their own graphic notation. They learn Jon Madin marimba pieces, practising their reading and playing skills on instruments including the marimba, xylophone and glockenspiel. Students prepare for a performance by striving for accuracy in their technical playing and discussing the elements of music and choosing how to arrange them. An element of technology is involved in the practise stages, using iPad apps to rehearse before playing on the instruments.

PHYSICAL EDUCATION

During the P.E program this term, students will participate in a unit on athletics (relays, high, long and triple jump, shot put, discus, sprints, hurdles and long distance). The skills learnt in P.E. will then be applied at our House Athletic Carnival. Students will learn strategies to improve their running style. Students will again participate in a range of fitness activities throughout the term including short sprints and distance running. Students will use these results to determine whether their fitness has enhanced from earlier in the year. Students will finish the term with a unit of Golf. They will be taught basic techniques to develop their stance as well as the skill of hitting a ball at different lengths and trajectories.