

Dear Parents,

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

Regards,

*Andrea Federico*

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Principal

## CLASSROOM OVERVIEWS

### ENGLISH

#### **Reading & Viewing**

This term, we will have two foci – Questioning and an Author's Study. During the questioning unit we will be focussing on identifying the difference between interesting and important questions and that some questions require you to infer the answer, based on clues in the text. Our Author Study will be based on Oliver Jefferes, who is an Australian writer, illustrator and artist. He has written books such as 'Lost and Found', 'How to Catch a Star' and 'This Moose belongs to me'.

#### **Writing**

Based on the feedback we received from students, we will continue to have a genre study for 3 writing sessions a week and the other 2 sessions will be an open writing cycle. The genre study will be poetry. We will study poetry forms such as Limericks, Haiku, Onomatopoeia and shape poems. During the Open Writing Cycle, students will continue to make their own choices of the genres they would like to write, whilst having mini-lessons based on the 6 writing traits.

#### **Speaking & Listening**

We will continue to promote '5 Star Listening' and 'Speaking' throughout the term. Students will be required to give a 2 minute oral presentation as a part of their History assignment, which is where the formal assessment for speaking and listening will take place. If time permits at the end of the term, we will continue with the debating unit from the end of Term 3, which students thoroughly enjoyed and asked for opportunities to practise.

### MATHEMATICS

In Term 3, students will be covering the following mathematical areas: Number & Algebra, Measurement & Geometry, Statistics & Probability.

#### **Number & Algebra**

During Term 4, we will focus on money and financial planning, as well as positive and negative numbers. During the money unit, students will be completing a project where they will need to calculate the percentages of discounts (e.g A \$50 dress is reduced by 10%). They will also complete a project which requires them to calculate the simple interest on a fixed monetary amount. Students will also investigate where positive and negative numbers are used in everyday situations and how number lines can be an effective tool to assist in this area.

#### **Measurement & Geometry**

We will be studying the concept of Mass during Term 4. Students will learn the appropriate units of measurement to use when measuring mass and will learn how to convert units accurately (E.g. 1kg = 1000g). Students will have the opportunity to practise the skill of weighing objects and accurately reading scales. Students will also be revising their skills for location and transformation. This will be an opportunity to make links with their mapping skills, which was a focus in geography last term. Students will revise the concepts of symmetry, flip-slide-turn and enlargements.

#### **Statistics & Probability**

The statistics and Probability curriculum was taught in Semester 1, however it will be revised throughout Term 4, during warm up activities.

### HISTORY

This term students will be studying 'Historical Figures'. Students will have the opportunity to select and negotiate an important person in history to research and present a project about. The focus of this unit will not only be the historical knowledge they will gain about individual people but they will also be putting their research and history skills, learnt throughout the year, into practice independently. Students will present a project and give a 2 minute oral presentation to the class as their final assessment for history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

In Term 4, ICT will focus on video editing and students will continue to use Windows Live Movie Maker to create a visual representation of the Canberra camp. Students will be using various platforms and software such as iPads, laptops, iMovie, Windows Live Movie Maker, Garage Band and Paint.net. Alongside this, students will be contributing to the making of the Grade 6's Graduation video. ICT is further emphasized throughout various subjects on a continual basis. For example, it is used as a tool for publishing. Term 4 will see students using software programs, such as Microsoft Publisher, to publish their Report Writing.

## **GEOGRAPHY**

During Term 4 weekly geography lessons will continue. These lessons will build upon the geography work undertaken during Term 3. Following a review of basic Australian natural and political geography, students will explore the differences between 'continents' and 'countries' with the view to determining a definition of each and developing a knowledge of the seven continents and basic world political geography. In covering these facets of geography, students will develop their knowledge of, and skill in using atlases and maps. Students will then move on to reading a range of maps that feature alphanumeric grid overlays, keys, and directional compass points. Students will then move on to the study of a common Australian natural disaster, namely bushfires. Students will examine causes, location, extent, impact, and cost of bushfires. They will also look at historical aspects of several bushfires and what steps could have been taken to have possibly prevented them or reduced their impact. Personal preparation before, and conduct during, bushfires will also be covered.

## **SPECIALIST OVERVIEWS**

### **ART**

This term students will be applying previously learned hand stitching skills in the creation of a Multicultural Doll (Grade 5 students) and a Graduation Bear (Grade 6 students).

They will also learn to construct a basic model using a versatile modelling compound and applying the use of a range of previously taught construction, painting and embellishing techniques to allow for the appropriate completion of the artwork. They will be involved in a variety of activities which will allow them to reflect on how and why an artist created an artwork in the way in which they did.

Students will increase their use of the Artist's Palette as an ongoing learning and assessment tool in Visual Arts and increase the overall standard of their Artist's Palette- through planned art activities regularly throughout the term.

### **SCIENCE**

This term students will be studying Physical Science. The students will investigate electrical circuits as a means of transferring and transforming electricity, as well as developing an understanding that energy from a variety of sources can be used to generate electricity. Through investigations and classroom activities the students will recognise the need for a complete circuit to allow the flow of electricity. They will investigate different electrical conductors and insulators. They will be exploring the features of electrical devices such as switches and light globes. Independently the students will investigate how moving air and water can turn turbines to generate electricity. They will investigate the use of solar panels. They will also consider whether an energy source is sustainable. The students will also continue to develop science skills such as predicting, questioning, observing, recording and reporting.

### **PHYSICAL EDUCATION**

This term students will be using the TGFU (Teaching Games for Understanding) model to learn and practise the elements of Fielding/Striking, Net/Wall and Invasion games using the FMS of overarm throwing, two hand strike and forehand strike. To improve these skills and tactical knowledge they will have the opportunity to compete in a badminton and bat tennis competition as a single or doubles player, as well as officiate during games. They will be involved in a sports program in preparation for Interschool Sport, 2015, practising finding space and pass selections in invasion games such as basketball and soft-cross. They will also have the opportunity to work in a group to create a game, considering equipment, space, safety, rules, levels of enjoyment and inclusiveness and associated challenges.

### **MUSIC**

All students will be involved in reading and playing notation from the interactive whiteboard and will also play progressions in various keys on keyboard and/or acoustic guitar.

Music theory will involve studying and learning the symbols and value of rests, dotted notes and triplets. Also the development of understanding the theory behind, and difference between, Compound time and Duple time. Students will learn the symbols for and meaning of sharps flats and naturals and also revise the concept of full tones and semitones. They will learn the function and makeup of key signatures.