

TERM 3 Overview Year 5/6

<p>Reading: Students will continue to revise the use of comprehension strategies to interpret & analyse information & ideas. They will be taught skills to identify & explain how language choice influences personal response to texts & identify the relationship between words, sounds, imagery and language patterns in procedural texts and speech. Students will investigate how the organisation of procedural texts assist the reader in understanding a particular process or activity.</p> <p>Writing Students will continue to develop skills in writing, this semester concentrating on different types of procedural texts and scientific reports. They will investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion in procedural and scientific texts. Students will create literary texts that adapt or combine aspects of texts students have experienced in innovative ways they will plan, draft and publish informative (procedural and scientific reports) texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience</p>	<p>Assessment</p> <ol style="list-style-type: none"> 1. Running Record reading 2. BURT word assessment 3. Handwriting Samples 4. SMART spelling data 5. Written/ Oral procedural pieces
<p>Numeracy</p> <p>During Term Three, students in year 5/6 will be covering four different units. The first unit is <i>Time</i>, in which students will compare 12- and 24-hour time systems and convert between them. Students will interpret and use timetables to measure, calculate and compare elapsed time. The second unit is <i>Multiplication and Division</i>. Students will learn to solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies. They will solve problems involving division by a one digit number, including those that result in a remainder, using efficient mental and written strategies. The third unit for Term Three, is <i>Fractions and Decimals</i>, following from the unit on <i>Multiplication and Division</i>, students will multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies, they will multiply and divide decimals by powers of 10 and will begin to make connections between equivalent fractions, decimals and percentages. The final unit for this term is <i>Location & Transformation</i>, students will use a grid reference system to describe locations. They will use this knowledge to describe routes using landmarks and directional language.</p>	<p>Assessment</p> <ol style="list-style-type: none"> 1. Pre and Post Tests 2. Anecdotal observations 3. Weekly Math Mates 4. Class work and calculations
<p>Religious Education:</p> <p>The first unit for this term is <i>Harmony in Creation</i>, students will focus on the revelation of God through all of creation. Students will explore how God's creative act invites us to shape our lives, relationships and world by reaching out and actively responding to the call to be co-creators. Students will investigate Indigenous Dreaming stories and illustrate through art work a point for us to consider about how we should live today. The second unit this term is <i>Our Responsibility Sacramental Life</i>, students focus on sacraments as a sign through which the Christian community celebrates God's loving presence. They will look at each of the seven sacraments and the importance of each one in the Catholic context. Students will look at the appropriate rituals and symbols associated with each sacrament.</p>	<p>Assessment</p> <ol style="list-style-type: none"> 1. Class Discussions 2. Active participation in role plays 3. Written texts 4. Creating texts and illustrations that demonstrate our understanding of the importance of Dreaming and Genesis stories.
<p>Inquiry :</p> <p>Year 5/6's unit for Inquiry in Term Three titled, <i>Out of this World</i>, there are two separate components for this unit. The first is "Chemical" science where students will investigate how solids, liquids and gases behave in different ways and observe the properties that help to classify them. Students will also observe and describe the changes to materials and how they can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting. The second aspect is "Earth". Students will see that Earth is part of a system of planets orbiting around a star (the Sun), they will also investigate how sudden geological changes or extreme weather conditions can affect Earth's surface. Over the entire unit students will see how scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives</p>	<p>Assessment</p> <ol style="list-style-type: none"> 1. Class Discussions 2. Scientific investigations and experiments 3. Procedural/ Scientific Reports 4. Solar System investigation and modelling
<p>ICT: Continue building ICT and Design skills through the use of programs such as Scratch, Padlet and Canva Seesaw Sport: Wednesday Library: Tuesday</p>	

