

Year 5/6/7 Term 1 Curriculum Overview

Dear Parents/Caregivers,

Below is an overview of the curriculum your child will be taking part in learning in Term 1. We have also attached a weekly timetable to inform you of the times of the class's weekly lessons.

Vanessa Murray and Gill Snook

a

Spelling: Students will have a weekly spelling contract given on Tuesday with a list of spelling words to learn for the week. Each Monday students will take part in a test on the given words.

Writing: The writing genres for Term 1 will be **exposition** and **narrative**. An exposition persuades a reader or listener by presenting one side of an argument. By taking a point of view and justifying it the aim for students will be to convince others to see only that side of a chosen issue. A narrative is a text that tells a story. The story can be realistic, imagined, or a mix of both. The goal of a narrative is to connect the reader with the text and the characters/events that occur within the story.

Reading: Students will take part in daily reading including daily silent reading and guided reading lessons three times a week which will focus on reading and understanding the comprehension of a text. Students will also participate in a novel study for the term.

Grammar/Editing: Students will have weekly lessons that will focus on different forms of punctuation/Grammar type each week. Students will be given tasks to correctly edit a given text using the correct punctuation/Grammar.

Science/Civics and Citizenship

Science: Science is divided into three strands *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills* and looks at a number of aspects within these strands, e.g. Biological, Chemical, Earth and Space, and the Physical Sciences; the use and influence of Science, planning and conducting investigations, and processing and analysing data and information.

This term we will be looking at the Chemical Sciences; the properties of solids, liquids and gases, and the reversible and irreversible changes of materials and mixtures.

Civics and Citizenship: This area of the HASS curriculum looks at the roles and responsibilities of the different levels of government within Australia, how rules and laws are developed, the citizens of Australia, people's ideas of community (their own and others), how people have, and can, contribute to Australia, what democracy means and the justice system. To begin the term we will be looking at how we develop our school and class rules.

History

History: In history students will be exploring the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students will explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students will be learning about the Anzacs with a particular focus on significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. The outcomes of the Anzac unit for students are to understand the differences between primary and secondary sources, different interpretations of events and understand why local communities have changed.

Maths:

Number and Algebra: Identify and describe properties of prime, composite, square and triangular numbers, select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers, investigate everyday situations that use integers and locate and represent these numbers on a number line and compare, order, add and subtract integers, Identify and describe factors and multiples of whole numbers and use them to solve problems, Use estimation and rounding to check the reasonableness of answers to calculations, Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies, Solve problems involving division by a one digit number, including those that result in a remainder, Use efficient mental and written strategies and apply appropriate digital technologies to solve problems.

Statistics/Probability: this is the area of Maths that looks at interpreting sets of data, including listing outcomes of chance experiments and assigning probabilities, posing questions from which data can be collected and displaying that data, interpreting data found in the media, comparing data from different sources, describe probabilities using simple fractions, calculate the mean, median and mode in data displays and construct various types of graphs (including the use of digital technologies).

Measurement/Geometry: this area looks at all aspects of measurement - time, length, area, volume, capacity and mass, including recognising appropriate units of measurement, perimeter, 12 and 24 hour time, nets of shapes, location, reflections and rotations, converting between units of measurement, using timetables, Cartesian co-ordinates, finding the areas and volumes of shapes, measuring angles.

The Arts/ Technology/Homework:

Technology: Students will have access to both computers and IPADS and will be using Microsoft programs to record relevant classroom tasks and use the internet to conduct research.

Visual Art: In visual art students will experience and explore the concepts of artists and artworks. Students will take part in a weekly art lesson with Yvonne.

Media: Once a fortnight in resource based learning lessons with the Liberian Jo Casey students will be creating their own movies using the program 'I movie' on the IPADS. Students will develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text. Plan, produce and present media artworks for specific audiences and purposes using responsible media practice. Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text. Plan, structure and design media artwork that engage an audience.

Homework/Diaries: Students will be given a homework contract for the term. Students are required to complete one task each week and have this checked by Friday each week. Students need to have their diaries signed by each Friday. Any reminders/weekly information will be recorded in their diaries.

Health:

Once a week the girls in the class will be participating in a lesson with Mrs Murray and the boys will go to Kathy Zilm to focus on health and wellbeing. Student will practise skills to establish and manage relationships. Examine the influence of emotional responses on behaviour and relationships. Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours. Investigate community resources and ways to seek help about health, safety and wellbeing. Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

Year 5/6/7 Weekly Lesson Times

Time of lesson	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:00	Morning Organisation	Morning Organisation	Morning Organisation	Morning Organisation	Morning Organisation
9:00-9:50	Spelling test	Spelling	Spelling	Spelling	Spelling
9:50-10:10	fitness/fruit /novel	fitness/fruit /novel	fitness/fruit /novel	fitness/fruit /novel	fitness/fruit /novel
10:10-10:40	Reading Groups	Writing/Grammar/ Novel Study	Writing/Grammar/ Novel Study	Reading Groups	Reading Groups
10:40-11:10	RECESS	RECESS	RECESS	RECESS	RECESS
11:10-12:00	Writing	Maths	Maths	Maths	Boys/girls lesson
12:00-12:50	Maths	Buddy class with Mrs Murray		BTN	Maths
12:50-1:00 1:00-1:40	Eating Time Lunch Play	Eating Time Lunch Play	Eating Time Lunch Play	Eating Time Lunch Play	Eating Time Lunch Play
1:40-2:30	HASS	Civics	Science	HASS	HASS
2:30-3:10	2:50 Every 3 weeks Assembly HASS	Civics	Science	HASS	HASS
3:10-3:20	Pack up/Home	Pack up/Home	Pack up/Home	Pack up/Home	Pack up/Home