

This document outlines the teaching and learning programs for Year 5 and Year 6, Term 2, 2018.

<b>DATES TO REMEMBER</b>	<b>LITERACY</b>	<b>MATHEMATICS</b>
<p>May 7: ACT Swimming May 8: UNSW Digital Technologies competition May 9: AFP Cyber safety talk May 15 -17: Year 5 NAPLAN May 18: LG and RF assembly May 21: Year 6 combined band May 22: Year 6 CHS visit May 23: School Rostrum final May 29: UNSW Science competition May 30: da Vinci Challenge May 31: Belconnen Cross Country June 5: G-Force excursion June 7: Year 5 combined band June 13: ACT cross country/ UNSW Spelling competition June 14: UNSW Writing competition/Boys James Hird Cup</p>	<p>Literacy is taught through the delivery of a balanced Literacy Program. This involves explicit lessons in the contextual understanding of text e.g. the language features and grammatical patterns used in texts; the use of conventions e.g. punctuation; the use of strategies and processes e.g. spelling strategies and editing skills. Lesson content is differentiated to cater for students of varying abilities.</p> <p><b>Speaking and Listening</b> – Students will participate in a variety of activities to further develop their speaking and listening skills. Students will be given opportunities to: listen and speak in presentations.</p> <p><b>Reading</b> - This term the focus will be on researching and inquiring. Guided reading sessions will also be supported by a reading strategy focus. Students are also encouraged to read regularly at home.</p> <p><b>Writing</b> – Year 5/6 will continue with <i>Writer’s Notebook</i>. Students will engage in a number of thinking and writing tools to support creativity and direction. <i>Writer’s Notebook</i> is designed to apply to all writing genres. Students will also examine the structural features of narratives and expositions.</p> <p><b>Spelling</b> – Students will complete weekly rotations of spelling activities differentiated for individual needs. Through spelling activities, students will focus on common letter patterns, compound words, spelling rules, syllables, word meanings, prefixes, homophones, suffixes and synonyms.</p> <p><b>Critical Literacy</b> Students will continue learning about current issues and events in their world. They will be viewing BTN as part of the Breakout rotations and then responding to and answering set questions.</p>	<p>Mathematics is taught through the delivery of a Balanced Mathematics Program. This involves explicit lessons in mental computation, concept specific strands, and number. Lesson content is differentiated to cater for students of varying abilities.</p> <p>This term the 5/6 team will continue to focus on targeted mental warm ups followed by explicit teaching and differentiated activities. Our approach to maths aims to improve students' numeracy skills and produce a more positive classroom attitude towards mathematics.</p> <p><b>Assessment:</b> Students will be placed into groups according to their needs based on pre-tests or self-assessment. A post-test will take place at the end of each topic to assess the learning that has taken place.</p> <p>Formative assessment will be a crucial element of the teaching process to ensure that the students’ needs are being identified and addressed.</p> <p><b>Essential Content:</b> The concepts explored throughout the term:</p> <ul style="list-style-type: none"> <li>● Subtraction</li> <li>● Multiplication and Division mental and written strategies</li> <li>● Length, perimeter and area</li> <li>● Chance</li> <li>● 2D and 3D shape</li> <li>● Angles</li> </ul> <p>Problem Solving strategies to be covered are:</p> <ul style="list-style-type: none"> <li>● Guess and check</li> <li>● Draw a tree diagram</li> <li>● Draw a table/list</li> </ul>
<p style="text-align: center;"><b>HOMEWORK</b></p> <p>Fortnightly homework will continue to be issued in odd weeks. It is shared through the Google Classrooms. A hard copy is available for the students who require it. The focus of this homework is to encourage students to develop independent time management and organisational skills.</p> <p>The homework project will be handed out in week 4. It will complement the ‘World of Wonder’ inquiry unit that we are investigating. The projects will be presented as an expo in week 10.</p>		
<p style="text-align: center;"><b>ROSTRUM</b></p> <p>Rostrum will take place this term, with class speeches being presented in week 2. Students are expected to complete the majority of their speech at home. Students will present their speech in week 3, with two students going through to the Aranda Final on Wednesday 18th May. Speeches should be 3 minutes in length and topics include:</p> <ul style="list-style-type: none"> <li>● A Wild Ride</li> <li>● Breaking the Ice</li> <li>● It Was Worth It</li> <li>● Through the Microscope</li> <li>● Volcanoes</li> <li>● Working Dogs</li> </ul>		



## INQUIRY BASED LEARNING

### A World of Wonder!.....continued

Students will continue to research the names, origins and eras of the wonders of the world, including ancient, natural, modern and forgotten wonders.

Tasks will include

- locating wonders on maps
- researching factual information
- constructing timelines
- a 3D representation
- statistics relating to age, size, location, etc
- labelled diagrams



## THE ARTS

During weekly rotations, students will explore visual art and drama. In visual art, students will continue to explore the elements of art and how they are combined to make artworks. In drama, we will continue with a focus on using voice and movement in improvisations.

Music this term will continue to develop the students individual strengths and practical skills via clapping patterns and voice quality via the use of repertoire from around the world, refining recall of staff notation and exploring the use of instruments. The children will work in their music book in order to complete theoretical knowledge.

Focus will be upon accompaniment composition and work as an individual musician and as an ensemble member. The children will be able to monitor their own growth and verbalise what they need to do in order to improve their “practice spots”.



## HEALTH & PHYSICAL EDUCATION

The Focus for Term Two in Health will continue to be “BOUNCE BACK!” from the KIDS Matter program. The focus during this term will be on Resilience and Protective Behaviours. Students will look at how everybody experiences changes in their lives, some good, some bad. It will show the students that there is always someone they can talk to and learn strategies on how to deal with these situations. In Term 1, the Year 5 and 6 students listened to a podcast about Anna Meares and the steps she took to achieve her goal of winning an Olympic Gold Medal. From this, students will have the opportunity to set a specific goal and work out the steps they need to take to achieve their desired outcome. Students will learn what strategies work best for them when faced with setbacks.

Students will be given opportunities to develop their Fundamental Motor Skills through a focus on throwing, kicking and striking skills. Throughout these lessons students will be encouraged to demonstrate participation and positive sportsmanship.

In our Food & Me Module, students will respond to nutritional requirements as per the Australian Guide to Healthy Eating and make healthy choices.

## SCIENCE



Matter is all around us. It can be as small as the particles that make up the tiniest cell in

our skin or as large as the whole galaxy. Anything that takes up space and has mass is called matter. The matter that we experience every day and the matter that we are made of is only a tiny fraction of the matter that exists in the universe.

Through hands-on investigations, students will explore the properties of solids, liquids and gases, and plan and conduct an investigation of how the properties of materials change with temperature.

## FRENCH

This term in French, Year 5/6 students will develop reading, speaking, listening and writing skills by continuing presenting and describing themselves and a friend. They will practise well-rehearsed and scaffolded structures and vocabulary through the use of ICT, games, role-play and gestures and will work to extend both their independent and collaborative learning skills.



## INFORMATION COMMUNICATION TECHNOLOGY

The Chromebooks are used to enrich student learning at Aranda Primary School. Students will work to advance their ICT skills through Literacy, Numeracy and in inquiry based lessons as well as during Breakout lessons and weekly rotations.

