

## **Term 4 Overview – Mr Huff’s Yr. 6/7 class**

### **Mathematics**

The positive norm we will be focusing on this term will be 'depth is more important than speed'. To achieve this the students will be expected to be prepared to change their mind, find multiple solutions, check their solutions and share their strategies during problem solving tasks.

This term the content will include patterns and algebra, index notation, square root/square numbers and order of operations. New concepts will be introduced with an unfamiliar problem solving task to establish what the students know, followed by direct instruction on content gaps that exist. The students will regularly share ideas before, during and after learning tasks. There will also be weekly revision of number concepts related to place value, decimal numbers, fractions and integers.

### **English**

#### Language

The students will work with the 'Words their Way' program as is consistent across the middle and upper primary classes in the school. The word sorts will consist of base words, letter patterns, prefixes and word origins. The students will work with lists that emphasise specific word features and they will be assessed on their regular activities, discussions, inquiries, presentations and fortnightly tests.

#### Literacy

The students will regularly participate in a literacy circuit which includes free choice reading, teacher-led guided reading, book talks and touch-typing development.

The students will write their own autobiography to reflect on their life from birth to now which will be presented back to them on their graduation night.

#### Literature

The students will read, compare and respond to a variety of autobiographical texts including 'My Story' – Shirley Purdie, 'The Little Refugee' – Anh Do, 'Coming of Age'- range of authors and 'Ten Pound Pom'- Carole Wilkinson and Liz Anelli. Making connections and comparisons with our own lives will be a comprehension focus, with opinions and points of view being developed through discussions and written responses.

## **HASS**

### Geography / History

We will explore physical features of Ancient Rome and how they influenced the civilisation that developed there. In particular water as a resource and the necessary development of aqueducts to supply water to populated areas. Inquiry questions will include:

- What are aqueducts and what are their design features?
- How did aqueducts influence and change the lives of the Ancient Romans?
- How have aqueducts evolved over time?

### **Design technologies**

The students will work collaboratively to construct an aqueduct that is able to supply a 'city' with clean water. The students will use the engineering design process to try and achieve the success criteria which is 'to deliver a clean and continuous supply of water with no spills'.

Using the program code.org the students will continue to make basic computer programs and implement coding to develop solutions to digital problems and challenges.

### **The Arts**

Water colour painting skills and techniques will be a focus in the visual arts this term. The two summative assessments will be:

- Create an instructional video to assist young artists with technical tips to improve your painting with water colours.
- Use transformation to plan and paint a water coloured photo of a scene/photo featuring an aqueduct.

As a part of the school end of year concert, the students will plan, rehearse and participate in a performance item featuring music and drama.

### **Health and PE**

Mr Grigg will continue to run our PE program with a variety of SAPSASA sports available for students to trial and compete in. The students will also regularly participate in a range of 'Play Is The Way' activities to develop relationships and the ability to work successfully in groups. The games are designed to create chaos and teachable moments for class discussion and reinforce positive learning attributes such as good organisation, confidence, persistence, empathy and responsibility.

**Science**

This term the students will build on prior knowledge experience to develop an understanding that the growth and survival of living things are affected by the physical conditions of their environment. Mould will be used as a model organism for demonstrating this concept. Through research and a range of hands on experiments, students will further develop their fair testing skills by designing their own experiments using scientific inquiry skills to test their predictions about mould growth inhibitors.