

## **English Language**

Students will complete the Words Their Way word study to further develop understanding of how to use spelling rules, word features, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words. Students will undertake a pre-test, weekly word and feature tests and an end of the unit post-test to assess individual student's progress.

New words and features will be introduced to each group in detail on a Monday with revision of features and concepts throughout the week.

Students will continue to develop specific grammar and punctuation skills through explicit teaching and self-editing.

Throughout the term, students will have many opportunities to respond using oral language; both formally and informally. They will develop skills in presenting such as body language, eye contact, clarity and speed of speech, use of expression etc.

## **Literacy**

Students will plan, draft and publish a range of text types using an integrated approach. They will create varied responses to our integrated 'Gold Rush' unit of work. Examples of these include the use of narrative and informative genres. Students will have opportunities to evaluate their own and their peers work by using rubrics and criteria sheets. We will continue to monitor the specific skills that our class will need to develop by using the BrightPath assessment and analysis tools.

Handwriting will continue to be taught so that students recognise and use SA linked script when writing using a range of mediums.

## **Literature**

Students will participate in targeted comprehension tasks to read a variety of texts and respond in detail, including reading the text 'A Banner Bold' by Nadia Wheatley. Through explicit instruction and guidance, students will further develop their inferencing skills. Students will have access to a range of text types and levels of questioning, through carefully sourced teacher resources. Student will have opportunities to read independently and collaboratively, exploring a range of text types across the week. They will conduct a range of written and verbal tasks to share their knowledge and understanding.

## **Health**

Students will work with their Buddy Class to establish positive interactions with younger students.

Students will also have opportunity for class discussion and input through the use of class meetings.

Students will have the opportunity to nominate for a range of volunteer roles within the school such as listening to reading, recycling and library monitors.

Students will investigate growth and development through sessions by a trained educator in Term 2.

Students will also continue to participate in the 'Keeping Safe' curriculum.

## **Mathematics**

Number and Place Value – Year 6

Compare fractions with related denominators and locate and represent them on a number line

Solve problems involving addition and subtraction of fractions with the same or related denominators

Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies

Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers

Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies

Multiply and divide decimals by powers of 10

Make connections between equivalent fractions, decimals and percentages

Number and Place Value – Year 5

Compare and order common unit fractions and locate and represent them on a number line  
Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator

Recognise that the place value system can be extended beyond hundredths  
Compare, order and represent decimals

Nic will focus on Geometry, continuing work on shape, location, transformation and angles.

Students will actively interact with real-world problems. They will develop a range of problem solving strategies which will also address their understandings of key maths concepts. This will be done through small group work, sharing ideas with others, reflecting on and building new knowledge and explicit teaching. The 'Natural Maths' and 'Back2Front' numeracy strategies engage students with meaningful investigative, problem-based learning that focus on developing a positive attitude to thinking, reasoning and working mathematically. We will also identify misconceptions within numeracy that students may have and address these accordingly.

### **INTEGRATED LEARNING 'GOLD RUSH'**

#### **Visual Art**

Students will continue to take terms painting our murals for the sheds on the oval (blending of our school colours with black sport silhouettes on top of the background) and our street library boxes (fairy tale themed).

Students will also work towards two pieces of work for SALA art later in the year. Nic will teach the students how to enlarge art works, with a focus on ratio and shading techniques. Lisa will teach the students a range of art styles and students will choose their preferred style to create on canvas e.g. Pop Art  
Students will also create art works as a reflection of the 'Gold Rush' era with a focus on perspective drawing and use of watercolour paints.

#### **Design and Technologies**

Students will use POOCH (problem, options, outcomes, choose an option, how did it go?) as a process when solving a range of STEM problems. They will critique and assess their design ideas and transfer knowledge and skills to future design projects. Students will also work through the STEM engineering design process, often revisiting each area to modify and reflect upon their work.

Our main focus this term will be creating STEM challenges related to the 'Gold Rush' to encourage active group collaboration and persistence. Challenges include creating a functioning cradle to sift 'gold' and creating a tent using limited materials.

#### **Digital Technology**

Using digital technologies, students will continue to finish their work on the 'Circus' from last term. This involves creating a 'Flea circus' diorama with moving parts, a script and accompanying music. Students will use 'Clayanimation' techniques to produce their video.

Nic will teach the students how to use 'Spheros' with an ultimate aim to create a cart to carry 'gold' from one location to another.

Lisa will begin teaching basic coding principles using 'Scratch' as a coding platform.

#### **Geography/History**

Students will investigate and discuss historical events related to the 'Gold Rush' including Federation in Australia. They will also look at migration during this era and how that may/may not have influenced our own family histories. Chinese art will also be investigated to show art history over time.