


Program Overview

Term 4/2017

Joanne Fieldhouse and Trish Main

Learning Area	Program Outcomes
Religion	<p><u>Stirred Through Emotions - Bible</u></p> <ul style="list-style-type: none">● Identifies the purpose of emotions● Demonstrates an understanding of the 6 steps for making choices in times of emotion.● Evaluates ways people can develop emotions to do good.● Identifies ways Jesus showed love in times of emotion.● Recalls facts about the Bible,● Interprets things revealed about God through stories in the Old Testament. <p><u>Come: Be Reconciled-Penance (Advent/Christmas)</u></p> <ul style="list-style-type: none">● Identifies basic lesson learnt in the family● Evaluates ways people contribute to family life● Creates a family tree using symbols for particular people and events● Creates a Jesse Tree using symbols for particular people● Recalls the meaning of sin● Recalls the rite of Reconciliation● Recalls the elements of Reconciliation 

Maths

Australian Curriculum Outcomes

Mathematics - Number and Algebra

Money and Financial Matters

Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132)

Patterns and Algebra

Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133)

Explore the use of brackets and operations to write number sentences (ACMNA134)

order of

Topics Covered

NA 22 Operations with Money

NA 23 Patterns and General Rules

NA 24 Order of Operations



Mathematical Thinking

The four proficiency Strands: Understanding, Fluency, Problem Solving and Reasoning are embedded in this unit of work. The four proficiencies are linked by the teaching pedagogies used, while explicit problem solving strategies are also taught as separate skills.

Mathematics - Measurement and Geometry

Using Units of Measurement

Interpret and use timetables (ACMMG139)

Shape

Construct simple prisms and pyramids (ACMMG140)

Location and Transformation

Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142)

Introduce the Cartesian coordinate system using all four quadrants
(ACMMG143)

Geometric Reasoning

Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)

Topics Covered

MG5 Packing and stacking

MG6 Read and interpret timetables

MG7 Add and subtract time

MG8 Timelines

MG9 International time zones

MG 10 Nets and Prisms and Pyramids

MG 11 Skeletal Models

MG 12 Properties of Angles

MG 13 Measure Angles

MG14 Latitude and Longitude

MG 15 Using Scale

MG 16 Transformation

MG 17 Coordinates in Four Quadrants



English

Reading

Reads with fluency and expression, reflecting an understanding of the text that they have read.

- Cars and Stars – focuses on 12 specific reading strategies
- Guided Reading – Ability grouped and linked to Cars and Stars
- Reading Comprehension - higher order comprehension strategies of: compare and contrast, word meaning, summarising, drawing conclusions and making inferences, figurative language, fact and opinion, cause and effect, sequencing, author’s purpose, main idea, facts and details, predictions

Class Novel - Jack’s Island’ by Norman Jorgenson

- Guided Reading
- Modelled Reading
- Shared Reading
- Comprehension Strategies

Viewing

- Identifies and explores different perspectives on complex issues by viewing and comparing a range of texts.
- Draws on a repertoire of strategies and approaches to analyse meanings in visual texts.
- Makes relevant and succinct notes whilst viewing a variety of visual texts.

The children will be viewing material related to Economics and Business (HASS), Bike Safety (Health), Earth and Space Sciences (Science)

Writing

- Writes with a clear sense of purpose and structure and explores different perspectives when writing.
 - Understands and follows the conventions of a text type.
 - Edits and re-reads own work to aid in understanding.
 - Uses existing spelling strategies and applies new strategies to spell unfamiliar words.
- Narrative/Persuasive Writing - **‘Jack’s Island’ by Norman Jorgenson** - The children will write responses to themes in the novel, focusing on narrative and persuasive structure.

Spelling

The program will be based on the text, ‘Spelling Rules’ (Book G) by Helen Pearson and Janelle Ho. The spelling unit consists of two parts: the first part will be phonic based and the second part consists of the students learning a spelling rule from the St Luke’s Spelling Scope and Sequence.

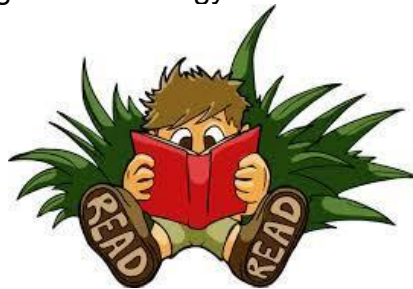
Grammar

This grammar program is comprised from the St Luke's Grammar Scope and Sequence document. Included throughout the term will be revision from Year 5. Children will be utilising 'Oxford Grammar 6'.

Subject/Verb, Subject/Verb/Object, Coordinating and subordinating conjunctions, Main clauses and subordinate clauses, Simple, compound and complex sentences, Commas separating clauses, Direct and indirect speech, Apostrophes of contractions, Apostrophes of possession, Grammar in Informative texts

Listening and Speaking

The students will present information to an audience about a given topic - Integrated into Science, English and Digital Technology.



HASS

Economics and Business

Students identify the imbalance between needs and wants, and describe how the allocation of resources involves trade-offs. They identify the advantages and disadvantages of specialisation in terms of the different ways businesses organise the provision of goods and services. Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.

Curriculum Outcomes

Knowledge and Understanding

Trade-offs and impacts of consumer and financial decisions

Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHEK009)

Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHEK009)

The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste) (ACHEK010)

Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue (ACHEK011)

Health

Safety on Wheels

Resource: 'Challenges and Choices' – Resilience, Drug and Road Safety Education



Safety (S)

Personal, Social and Community Health Descriptors;

Being healthy, safe and active

Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

Communicating and interacting for health and wellbeing

Practise skills to establish and manage relationships (ACPPS055)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

**Digital
Technology/S
cience/
English**

English - Speaking and Listening

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making

appropriate choices for modality and emphasis (ACELY1710)

Science - Earth and Space Sciences

Sudden geological changes and extreme weather events can affect Earth's surface (ACSSU096)

Technologies - Digital Technologies

Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols (ACTDIP022)

TASK

'You are a 'disaster chaser' reporter, working for Channel 6BW. You are first on the scene after a natural disaster. Your task is to report, live on camera, the facts and the effects of the natural disaster on the community and the surrounding man made and natural resources.'

To deliver this information you will be required to prepare a script of your dialogue (1 minute in total) accompanied by images and video (if possible). Your script and images/video will be used as a part of a green screen presentation.

Science

Earth and Space Sciences

The children will be conducting investigations around the central concept of 'The Earth's surface and earthquakes'.

They will investigate using a hands on scientific approach utilised from the Primary Connections Framework. The following is a list of the likely investigations:

- Earthquake explorers
- Energetic Earthquakes
- Modelling earthquakes
- Plates on the move
- Changes over time



Outcomes – Chemical Sciences

Science Understanding

Sudden geological changes or extreme weather conditions can affect Earth's surface. (ACSU096)

Science as a Human Endeavour

Use and Influence of Science

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

Science Inquiry Skills

Questioning and Predicting

With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS232)

Planning and conducting

Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS103)

Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS104)

Processing and analysing data and information

Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate(AC SIS107)

Compare data with predictions and use as evidence in developing explanations (AC SIS221)



HYPERLINK "<http://www.australiancurriculum.edu.au/curriculum/contentdescription/AC SIS110>"