

S5/6 Team – Term 4

Learning Overview for Year S5/6

Please find below the Term 4 Overview (including Achievement Standards from the Australian Curriculum) and inquiry focus that will frame your child's learning experiences. Our key projects and learning this term will be focused around our 'Market Day' (Economics and Business) and Science (chemical sciences).

Learning Area	Focus	Australian Curriculum Achievement Standards
HASS	<i>Market Day (Economics & Business)</i>	<ul style="list-style-type: none"> • What is a need? • What is a want? • What are goods and services? • Advertising and marketing strategies
English	<i>Comprehension strategies</i> <i>Writing to Persuade / Inform / Entertain</i> <i>Spelling</i> <ul style="list-style-type: none"> • Suffixes • Prefixes • Sight words • Rhyming • Syllables • Blends 	<ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read • Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation • Re-read own texts and discuss possible changes to improve meaning, spelling and punctuation • Construct texts using software including word processing programs • Recognise and generate rhyming words, syllables and sounds (phonemes) in spoken words • Understand how to use knowledge of letters and sounds including onset and rime to spell words • Know how to read and write some high-frequency words and other familiar words
Mathematics	<i>Number</i> <i>Shapes</i> <i>Length</i> <i>Time</i> <i>Data</i> <i>Mapping</i>	<ul style="list-style-type: none"> • Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line • Count collections to 100 by partitioning numbers using place value • Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts • Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language • Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features • Tell time to the quarter-hour, using the language of 'past' and 'to' • Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays • Give and follow directions to familiar locations
Science	<i>Chemical Sciences</i>	<ul style="list-style-type: none"> • Everyday materials can be physically changed in a variety of ways • A change of state between solid and liquid can be caused by adding or removing heat • Pose and respond to questions, and make predictions about familiar objects and events • Participate in guided investigations to explore and answer questions

The Arts- (Visual Art and Music)	<i>Exploring the Arts "How are we together in the Arts"</i>	<p>Music</p> <ul style="list-style-type: none"> • Build their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music • Explore meaning and interpretation, forms and elements of music as they make and respond to music of others <p>Visual Art</p> <ul style="list-style-type: none"> • Develop understanding of use and application of visual conventions as they develop conceptual and representational skills • Test and innovate with properties and qualities of available materials, techniques, technologies and processes
Physical Education and Health	<i>Being Healthy, Safe & Active</i> <i>Fundamental Movement Skills</i>	<ul style="list-style-type: none"> • Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation • Recognise situations and opportunities to promote health, safety and wellbeing • Perform fundamental movement skills in a variety of movement sequences and situations • Create and participate in games with and without equipment
Technologies	<i>Digital & Design Technologies</i>	<ul style="list-style-type: none"> • Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems • Explore how people safely use common information systems to meet information, communication and recreation needs • Generate, develop and record design ideas through describing, drawing and modelling • Use materials, components, tools, equipment and techniques to safely make designed solutions

If you would like to contact your child's class teacher to discuss their progress, please email them directly or call Turner School on 6142 2430.

The S5/6 Team

helen.middleton@ed.act.edu.au

felicity.o'flynn@ed.act.edu.au

Antonia.McGuire@ed.act.edu.au

iesha.siotis@ed.act.edu.au