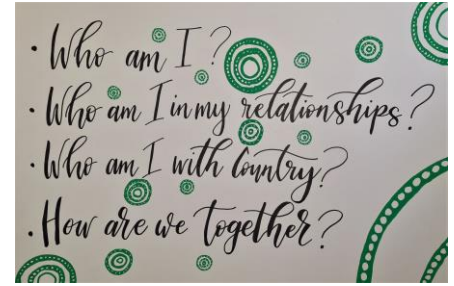


## 5/6 Team – Term 4

### Learning Overview for Year 5/6

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 &amp; Business)</i>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Recognises that choices need to be made when allocating resources</li> <li>Describes factors that influence choices as consumers and identifies strategies that can be used to inform these choices</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Recognises why choices about the allocation of resources involve trade-offs</li> <li>Explains why it is important to be informed when making consumer and financial decisions</li> <li>Identifies the purpose of business and recognises the different ways that businesses choose to provide goods and services</li> </ul>
English	<i>Comprehension strategies</i>  <i>Writing to Persuade / Inform / Entertain</i>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Understands how language features, images and vocabulary influence interpretations of characters, settings and events</li> <li>Analyses and explains literal and implied information from a variety of texts</li> <li>Contributes actively to class and group discussions, taking into account other perspectives</li> <li>Selects specific vocabulary and uses accurate spelling and punctuation</li> <li>Creates imaginative, informative and persuasive texts for different purposes and audiences</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Analyses and explains how language features, images and vocabulary are used by different authors to represent ideas, characters and events</li> <li>Compares and analyses information in different and complex texts, explaining literal and implied meaning</li> <li>Creates detailed texts elaborating on key ideas for a range of purposes and audiences</li> <li>Uses accurate spelling and punctuation for clarity and makes and explains editorial choices based on criteria</li> <li>Makes presentations and contributes actively to class and group discussions, using a variety of strategies for effect</li> </ul>

<b>Mathematics</b>	<i>Four Operations (+, -, x and ÷)</i>  <i>Financial Maths</i>  <i>Fractions, Decimals, Percentages</i>	<b>Year 5</b> <ul style="list-style-type: none"> <li>Solves simple problems involving the four operations using a range of strategies</li> <li>Adds and subtracts fractions with the same denominator</li> <li>Uses a grid reference system to locate landmarks</li> <li>Identifies and explains strategies for finding unknown quantities in number sentences involving the four operations</li> <li>Explains plans for simple budgets</li> <li>Lists outcomes of chance experiments with equally likely outcomes and assigns probabilities between 0 and 1</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Solves problems involving all four operations with whole numbers</li> <li>Writes correct number sentences using brackets and order of operations</li> <li>Locates an ordered pair in any one of the four quadrants on the Cartesian plane</li> <li>Describes rules used in sequences involving whole numbers, fractions and decimals</li> <li>Adds, subtracts and multiplies decimals and divides decimals where the result is rational</li> <li>Calculates a simple fraction of a quantity and calculates common percentage discounts on sale items</li> <li>Describes probabilities using simple fractions, decimals and percentages</li> </ul>
<b>Science</b>	<i>Chemical Sciences</i>	<b>Year 5</b> <ul style="list-style-type: none"> <li>Classifies substances according to observable properties and behaviours</li> <li>Follows instructions to pose questions for investigation and predicts the effect of changing variables when planning an investigation</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>Compares and classifies different types of observable changes to materials</li> <li>Follows procedures to develop investigable questions and design investigations into simple cause-and-effect relationships</li> <li>Identifies variables to be changed and measured and describes potential safety risks when planning methods</li> </ul>
<b>Indonesian</b>	<i>Descriptive Language &amp; Appreciation of Culture</i>	<b>Years 5 &amp; 6</b> <ul style="list-style-type: none"> <li>Locates specific details and uses familiar words and phrases to predict meanings in texts.</li> <li>Expresses numbers, and describes character and appearance using noun and adjective word order</li> <li>Uses Indonesian to convey information about self, family, friends, and daily routines and activities</li> </ul>
<b>The Arts- (Visual Art and Music)</b>	<i>Exploring the Arts 'How are we together in the Arts'</i>	<b>Music</b> <ul style="list-style-type: none"> <li>Further their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music</li> <li>Explore and use the elements of music to compose a short musical composition to accompany their ephemeral art work</li> <li>Explore meaning and interpretation, forms and elements of music as they make and respond to music of others</li> <li>Present and perform a musical artwork using digital technologies and selected instruments (instruments include natural and household items)</li> </ul> <b>Visual Art</b> <ul style="list-style-type: none"> <li>Develop understanding of use and application of visual conventions as they develop conceptual and representational skills</li> </ul>

		<ul style="list-style-type: none"> <li>• Test and innovate with properties and qualities of available materials, techniques, technologies and processes</li> <li>• Explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks</li> </ul>
<b>Physical Education and Health</b>	<i>Being Healthy, Safe &amp; Active</i>  <i>Fundamental Movement Skills</i>	<b>Years 5 &amp; 6</b> <ul style="list-style-type: none"> <li>• Explains the influence of people and places on identities</li> <li>• Recognises the influence of emotions on behaviours and discuss factors that influence how people interact</li> <li>• Demonstrates fair play and skills to work collaboratively</li> <li>• Performs specialised movement skills and sequences and proposes and combines movement concepts and strategies to achieve movement outcomes and solve movement challenges</li> </ul>
<b>Technologies</b>	<i>Digital &amp; Design Technologies</i>	<b>Years 5 &amp; 6</b> <ul style="list-style-type: none"> <li>• Describes a range of needs, opportunities or problems and defines them in terms of functional requirements</li> <li>• Plans, designs, tests, modifies and creates digital solutions that meet intended purposes including user interfaces and a visual program</li> <li>• Uses ethical, social and technical protocols to collaborate, create and communicate ideas, information and solutions face-to-face and online</li> </ul>

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 5/6 Team

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