



# Room 24/25

## Term 1 Overview 2024

### English

#### **Literacy Block**

Fluency practise, vocabulary, phonics and comprehension focus.

#### **Language**

Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them.

#### **Literature**

Choice of independent texts for PRC (Premier's Reading Challenge)

Reading Focus Groups will use levelled texts to deepen and extend comprehension and fluency.

Mentor texts: modern and traditional Fairy Tales from arounds the world and Stories from the Dreaming.

#### **Writing**

Handwriting skills

Plan, draft and publish imaginative, informative and persuasive texts

#### **Speaking and Listening**

Class discussions, community of inquiry and individual presentations.

Students will read and view a range of Stories of the Dreaming and fairy tales/creation stories from around the world. They will identify the teachings or morals of the individual texts. Comparisons and contrasts between the texts will be explored.

Students will write a persuasive text and 'bump it up' using improvement success criteria for assessment.

Students will script and film a jointly constructed text to share the teachings/moral of their narrative texts.

### Mathematics

With a focus on productive struggle and developing rigorous strategies in problem solving this term students will:

- Explore place value to hundredths
- Estimate using rounding strategies
- Develop more efficient strategies of problem solving using +, -, x, ÷ processes
- Compare, add and subtract decimals
- Multiply/divide decimals by whole numbers
- Area and perimeter

#### **Mathematical investigations:**

##### 1. "Growth Mindset Challenge"

Students use juggling as an example to use mathematics to test if the theory of a Growth Mindset actually works. They measure and collect data about their juggling skills and how they improve each day when you apply a growth mindset.

##### 2. "YouCubed Houses"

Students as architects, develop and create cost effective and functional living spaces for either a single person, a couple or a family.

Their task is to present a 3D model of a house using cubes and calculate the cost of the footprint of the house

(sustainable living)



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<p style="text-align: center;"><b>HASS</b></p> <p><b>The Rocky Road to Federation</b></p> <p>Students will explore the factors that led to federation and the different attitudes towards it and citizenship at the time, both from a South Australian perspective and a national perspective. By investigating people's experiences of democracy and citizenship over time, students come to understand the significance of events, ideas and people's contributions that influenced the development of Australia's system of government. Students develop skills of inquiry, and values and dispositions that enable them to form critical questions about texts and other sources to present different perspectives about federation and its significance and impact on the different groups in the community. Students will identify key events after 1901 that led to the changing status and rights of women and Aboriginal and Torres Strait Islander people during the 20th Century.</p>	<p><b>Health and Wellbeing</b></p> <p>Developing:</p> <ul style="list-style-type: none"><li>• Self-regulating strategies through the 'Zones of Regulation'</li><li>• Growth Mindset</li><li>• Ready to learn strategies</li><li>• The concept of brain breaks</li><li>• Team challenges, team work and team work skills to be a focus of camp activities</li></ul> <p><b>Child Protection Curriculum</b></p> <p>Year 5/6 Reviewing concepts:</p> <ul style="list-style-type: none"><li>• Early Warning Signs</li><li>• Feeling unsafe</li><li>• Identifying feelings</li><li>• Unsafe Situations and acceptable risk taking</li><li>• A timeline of independence</li><li>• What is an emergency?</li><li>• Personal emergencies</li><li>• Exploring Theme 'We all have the right to be safe'</li></ul>
<p style="text-align: center;"><b>Design Technology/STEM</b></p> <p>Students analyse ways to produce designed solutions through the engineering process by selecting and combining materials and tools. Students apply design thinking, compare properties of materials and structures for a particular purpose, generate designs, communicate using technical terms and technologies, produce prototypes, develop success criteria, evaluate designs, collaborate with others and work independently. Rapid prototyping will be explored through the designing of a chair.</p>	<p style="text-align: center;"><b>Visual and Media Arts</b></p> <p>Students will design and make puppets to represent characters created for their teachings/morals narratives. They will explore elements of film to create an audio visual presentation. Students will share their films with Buddy classes.</p> <p style="text-align: center;"><b>Term Dates</b></p> <p><b>Acquaintance Night: 6th February</b></p> <p><b>Arbury Park Camp: Week 8</b> <b>(Monday to Wednesday)</b></p> <p><b>Assembly: Week 5</b></p> <p><b>Naplan: Week 7</b></p>

