

### Learning Overview Term 3 – Weeks 6 – 10 (Australian Curriculum)

2020

#### English

Through our writing, we are experimenting with the structure and language features that make up informative texts such as news articles, reports and biographies. We are focusing on rereading and editing our own writing and explaining our editing choices. In spelling we are using our knowledge of the graphemes 'v', 've', 'w', 'wh' and 'u' to focus on word building, world families and homophones, for example, waist/waste. Using the graphemes 'oo', 'u', 'y' and 'u'(yoo) we will focus on singular and plural, homographs and contractions, for example, there'll. Using the graphemes 'oo', 'ew', 'ue', and 'u\_e' we will focus on rhyming and syllables, for example, rhyming dew and due. We have been focusing on reading independently for a sustained period and strengthening our comprehension using the strategies of predicting, inferring, monitoring, visualising and summarising. \* Each teacher has included their Learning Group novel.

#### Mathematics

Students will be beginning a unit on measurement, focusing on length, area and perimeter. They will be exploring the length of objects, people and distances using appropriate units of measurements. For example, when building a house, tradespeople use 'mm' to measure as it is the smallest unit and keeps the measurements precise. Students will be measuring and calculating the perimeter and area of different shapes. We will look at real life examples of where we can use perimeter, such as fencing a backyard after buying a new puppy. They will also be learning about converting between common metric units of measurement, for example, '1 metre = 100 centimetres'.



#### Science

In Science we are investigating the various states of matter. We have compared the relationship between density and viscosity by undertaking an experiment called 'Liquid Stack'.

#### History and Social Sciences (HASS)

Our 'Ground Breakers' unit spans across HASS and Design and Technology. Students research and respond to the changing needs of society and communities through exploration of various life-changing inventions such as the 'hand crank' ice cream churn, the aeroplane and Hydrazine Propulsion System, the television, the rotary lawn mower and the camera.

#### Design and Technologies

#### Physical Education

We will continue to play soccer and practise ball control skills, focusing on close control of the ball with different parts of our feet while changing directions, navigating tight spaces and avoiding obstacles.

### The Arts

#### Visual Arts

Students will be making a marble artwork using their knowledge of matter. They will use oil, food colouring and water in a shallow dish to create a beautiful display. They will also create a self-portrait using photography and warm and cool colours. The picture will be surrounded by descriptions of themselves translated into French.

#### Music

Students will explore music from countries all around the world. They will focus on different instrument families, such as percussion, brass, string and woodwind. Students will learn and explore different instruments and the ways cultures use these instruments to express beliefs, traditions or worldviews.

#### Drama

Students will be experimenting with some elements of drama including character, role and movement activities through role play and mime. As part of our 'Ground Breakers' unit, students will script, roleplay and present an interview about their inventor on 'Beyond 2040'.

### Specialist Programs (Learning Groups rotate through Specialist Lessons throughout the Semester)

#### Physical Education with Richard

We have been learning about Athletics including the history of the Olympic games. We have compared the differences and similarities between the Ancient and the Modern Olympics. Students have been focusing on developing their movement skills, for example, crouch starts, sprinting, middle distance running and circular relays.

#### Science with Kathryn

Students will be investigating the properties of gases through experiments which explore air pressure. We will also be using hand boilers (as shown) to 'boil' liquids and create gases, investigating temperature changes. We will put our learning into practise by creating bottle rockets which will fly using air pressure.



#### Library with Jane

We are building our research skills by learning how to find important information and rephrase that into our own paragraphs whilst writing information reports.



### General Capabilities

Literacy

Numeracy

ICT  
Capability

Critical and  
Creative  
Thinking

Personal  
and Social  
Capability

Ethical  
Behaviour

Intercultural  
Understanding

### Aboriginal and Torres Strait Islander Perspectives

We engaged in discussions about what makes us 'deadly' and the meaning of the word in some Aboriginal cultures. In exploring 'Ground Breakers', one inventor we have been learning about is David Unaipon, an Indigenous Australian who invented the mechanical sheep shears.

### Asia and Australia's Engagement with Asia

In exploring 'Ground Breakers', we have learnt about a variety of inventors from all over the world, including Yi Xing from China who invented the mechanical clock.

### Sustainability

As part of the 'Ground Breakers' unit, we are considering how certain inventions impact the environment and the use of materials.



### Ripple Kindness

As part of the Ripple Kindness program, the children will be learning about strategies for building resilience. This will occur through 'bucket filling' activities. Bucket filling is a simple concept that provides opportunities to experience the feel-good emotions kindness produces and how much caring about others can increase someone's levels of happiness. We will begin by focusing on ways to fill our own buckets and will then progress to filling the buckets of others.



### Respectful Relationships

Upon reflection of conversations had and things occurring in the learning spaces, the Learning Groups are focusing on the following:



- Developing resilience
- Receiving feedback
- Providing feedback
- Demonstrating inclusion to others
- Positive relationships

### Special Events

#### Fathers/Special Friend's Day

6 September

#### Year 6 Combined Band

7 September

#### Year 5 Band Fun Day

18 September

#### Week 10

Funtastic Sport Activities  
Pyjama and Movie Day



### French

Our French learning is self-directed and self-paced learning using 'Duo Lingo'. We have started with every day phrases, including 'Bonjour', 'Salut', 'Comment ça va?', 'Comment vas-tu?', 'Tu vas bien?', 'Très bien, oui!', 'Et toi?', 'Moi aussi!'.

### Health

We are continuing our ongoing focus on developing and maintaining positive relationships with our peers. We are also practicing strategies to support health and safety, including handwashing and personal hygiene.

### We are looking forward to...

- Wrapping up our 'Ground Breakers' unit by creating prototypes of the inventions we have been focusing on
- Hands on learning by putting into practise our measurement skills

### Vocabulary We Will Be Exploring in Our Learning

Invention, social, economic, technical, sustainable, prototype, evaluating, properties, kinetic, sublimation, vaporisation, element, solution, molecule, area, perimeter, length, measurement, increment, distance, procedure, biography, relationships, resilience.



### Something to Try at Home

Recycle a piece of paper and crunch it into a 'ball'. Gently practise ball handling skills to improve your soccer abilities. Experiment with our learning on procedural writing and fractions using real life experiences. Read a recipe at dinner time, focusing on how fractions and procedural texts are used to help you create a delicious dinner!



*Each child's learning genuinely matters to us, so we make adjustments to the curriculum to take account of who we are teaching as well as what and how we are teaching. We aim to provide rich and challenging learning opportunities for all of our children.*