



**Year 5/6 Term Outline - MO, TK, JC, AH**

*Term 3, 2017*

**Description**

The Australian Curriculum across Years 5 and 6 assists students to develop their ability to take positive action for well-being; relate and communicate well with others; pose questions and solve problems; make informed decisions and act responsibly. It engages students more purposefully with the discipline knowledge, understanding and skills of the eight learning areas of the Australian Curriculum.

The development of literacy, numeracy and communication technology skills are applied widely and are taught in context across all curriculum areas.

**Student Feedback and Assessment for Learning is Continual:**

Student's knowledge, understanding and skills will be continually assessed and demonstrated through a range of tasks including those listed below as well as regularly reflected on throughout the semester in students' digital portfolios, assessment rubrics/checklist and teacher observations.

**ENGLISH:**

**Student Feedback and Assessment will be related to the following learning outcomes:**

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<b>Speaking and Listening</b>	In class discussions, asking and answering questions that provoke thought about the structure and function of vocabulary within text for specific purposes.	Whole group and small group discussions exploring: The structure of information reports including introductions, topic sentences and concluding statements.	<ul style="list-style-type: none"> <li>• Small group and individual projects.</li> <li>• Rubric</li> </ul>
<b>Reading and Viewing</b>	Reading and discussing key features and structures of: information reports and biographies.	Individual and small group work exploring: information reports, bibliographies and biographies.	<ul style="list-style-type: none"> <li>• PAT comprehension assessment</li> <li>• Teacher observations/readers conference</li> </ul>
<b>Writing and Creating</b>	Grammar and spelling based on individual student need including: sentence structure, use of tense, expanding vocabulary and punctuation.	Whole group, small group and individual work. Good literature models, planned scaffolded examples and lessons.	<ul style="list-style-type: none"> <li>• Text Type Rubric</li> <li>• Writing Pathways</li> <li>• Writing sample: Biography</li> <li>• Historical recount</li> </ul>

**MATHS:**



**Student Feedback and Assessment will be related to the following learning outcomes:**

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<b>Number</b>	Solving problems involving: addition and subtraction, multiplication of decimals including money.	Understanding concepts, fluency and efficiency with calculations, problem-solving and reasoning: independently in small groups and with the whole class.	<ul style="list-style-type: none"> <li>● MYMC</li> <li>● PATS Maths</li> <li>● iMaths rubrics</li> <li>● Bookwork</li> <li>● Conferences</li> <li>● Observations</li> </ul>
<b>Measurement Geometry</b>	Solving problems involving: Major lines of latitude and longitude, and be able to use them to describe locations on a world map. Use coordinates to describe locations on a grid. Describe routes using landmarks and compass directions, and use a grid reference system to describe locations on a map.	Inquiry Investigation: Independently, small groups, whole class, investigating	
<b>Statistics and Probability</b>	Solving problems involving: Interpret and compare a range of data displays. Construct displays, including column graphs, dot plots and tables, appropriate for data type.	Inquiry Investigation: Independently, small groups, whole class, investigating	

**SCIENCE:**

**Student Feedback and Assessment will be related to the following learning outcomes:**

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>



<b>Science Understanding</b>	The Earth is part of a system of planets orbiting around a star (the sun)	School based projects, small group and independent work. Home Learning tasks, citizen science	<ul style="list-style-type: none"> <li>• Project on Spaceprobe as negotiated with teacher.</li> <li>• Weekly documentary viewing</li> <li>• Space note book</li> </ul>
<b>Science as Human Endeavour</b>	Scientific knowledge is used to solve problems and inform personal and community decisions	School based projects, small group and independent work. Home Learning tasks, Citizen Science	<ul style="list-style-type: none"> <li>• Oral Presentation</li> <li>• Written biography</li> </ul>
<b>Science Inquiry Skills</b>	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	School based projects, small group and independent work. Homework tasks, Citizen Science	<ul style="list-style-type: none"> <li>• Project on Spaceprobe as negotiated with teacher.</li> <li>• Weekly documentary viewing</li> <li>• Space note book</li> <li>• Oral Presentation</li> <li>• Written biography</li> </ul>



**HUMANITIES and Social Studies (HaSS):**

**Inquiry Focus: Geography**

**Student Feedback and Assessment will be related to the following learning outcomes:**

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<b>Inquiry &amp; Skills</b>	<p>Locate and collect relevant information and data from primary sources and secondary sources</p> <p>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions</p> <p>Examine secondary sources to determine their origin and purpose</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions</p>	<p>School based project, independent learning, home learning tasks.</p> <p>Work in groups to generate responses to issues and challenges</p>	<ul style="list-style-type: none"> <li>● RAFT project</li> <li>● Factual/Information reports</li> </ul>



<b>Knowledge and Understanding</b>	<p>Examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (environment, place). Students' mental map of the world expands to Europe and North America and their main countries and characteristics (space, place, environment).</p> <p>Explore the diverse environments, peoples and cultures within the Asia region and at a global level (space, place, environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).</p>		
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**PHYSICAL EDUCATION AND HEALTH:**

**Student Feedback and Assessment will be related to the following learning outcomes:**

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<b>Personal, Social &amp; Community Health</b>	<p>Investigate resources and strategies to manage changes and transitions associated with puberty</p> <p>Investigate community resources and ways to seek help about health, safety and wellbeing</p> <p>Plan and practise strategies to promote health, safety and wellbeing</p>	<p>Large groups in either male, female or mixed classrooms.</p> <p>Teacher led discussions, prior knowledge discussions, slideshows, notetaking. Small group work.</p>	<p>Discussions.</p> <p>Question Box</p>
<b>Movement &amp; Physical Activity</b>	<p>Practise specialised movement skills and apply them in a variety of movement sequences and situations</p> <p>Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing</p>	<p>Lessons applying skills in team sports.</p> <p>Apply fitness learnings in everyday school living.</p>	<p>Anecdotal Skills lists</p>



## THE ARTS:

Student Feedback and Assessment will be related to the following learning outcomes:

	<b>Content</b> ( <i>what we are learning</i> )	<b>Context</b> ( <i>how we are learning</i> )	<b>Student Feedback and Assessment</b>
<b>Visual Art</b>	Make informed choices about using various combinations of representational elements appropriate for a concept, theme or subject matter, for example, combining realistic drawing skills with an appropriated image from the past to create new meaning.	Explicit instruction followed by practicing skills, experimenting with technique and materials and reflecting on own artwork and those of others	<ul style="list-style-type: none"><li>• Completed artworks</li><li>• Self assessment</li><li>• Teacher observation</li></ul>

### Contact Details

If you would like to contact your child's class teacher or Year 5/6 team leader regarding the information in this outline, or if you have questions during the semester please call me on 64122200 or email me at:

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