



Should you require further information please contact me – [Catherine.langusch@newcrest.com.au](mailto:Catherine.langusch@newcrest.com.au);

**Maths:** Students will participate in a range of mathematical activities including investigations, workbook activities and problem-solving activities. Topic areas for major focus this term include:

- Consolidating number and place value concepts (whole numbers and decimals as outlined below)
- Consolidating number facts and using the terminology of factors and multiples (year 5)
- Number properties (year 6)
- Multiplying and dividing decimal numbers by powers of 10 (year 6)
- Consolidating units of measure for length and converting units of measure
- Estimating the length and then measuring using scaled instruments
- Calculating the perimeter and area of rectangles and extending to solving problems (year 6)
- Connecting decimal representations to the metric system (year 6)
- Using a grid reference system to locate landmarks (year 5)

**Year 5**

**NUMBER AND ALGEBRA**

**Number and place value**

- *Revise place value – compare and order large numbers, expanding and identifying the value of a digit in a large number*
- *Consolidate multiplication facts and relate to division*
- Identify factors and multiples and describe prime and composite numbers
- Revise and consolidate operations – addition, subtraction (using efficient mental and written strategies)
- Apply operations into problem solving activities (part/part/whole focus strategy)
- Use estimation and rounding to check the reasonableness of answers
- *Revise money, calculating change and solve simple money problems*

**MEASUREMENT AND GEOMETRY**

**Using units of measurement – LENGTH, PERIMETER, AREA**

- Identify units of measurement and choose appropriate units to measure length/distance
- Estimate and measure (using cm, mm and m)
- Identify units of measurement and choose appropriate units to measure area
- Calculate the perimeter and area of rectangles using familiar units

**Location and transformation**

- Use a grid reference system to describe locations.
- Describe routes using landmarks and directional language
- Compare aerial views of maps with grid references
- Create a grid reference system for the school or classroom and use it to locate objects and describe routes from one object/place to another

**Year 6**

**NUMBER AND ALGEBRA**

**Number and place value – WORKING WITH NUMBERS**

- Revise place value to from thousandths to millions – compare and order large numbers and decimal numbers; identify value of a digit
- Understand that numbers can have special properties and that these properties can be used to solve problems - prime and composite numbers, square numbers and triangular numbers
- Represent composite numbers as a product of their prime factors
- Investigate common factors and common multiples
- Use efficient mental and written strategies for all four operations with whole numbers

**Fractions and Decimals - DECIMALS**

- Round decimals to the nearest whole number
- Multiply and divide decimals by powers of 10
- Use estimation and rounding to check the reasonableness of answers

**MEASUREMENT AND GEOMETRY**

**Using units of measurement – MEASUREMENT (LENGTH), AREA and PERIMETER**

- Connect decimal representations to the metric system, recognising the significance of the prefixes in units of measurement
- Solve problems involving the comparison of lengths and areas using appropriate units

### English ~ Unit focus: Novel Study (Storm Boy) and Narratives

Students will read the novel 'Storm Boy' by Colin Thiele. They will explore the relationships between the characters in the story, with a particular focus on the character Storm-Boy and also discuss the themes and messages for the reader. Students will use events from the novel to create a series of diary entries and consider how the author makes specific language choices within the text and how these influence interpretations. They will reflect on the characters, events and themes in the novel and participate in a small group discussion to share their ideas.

Following the novel study, students will consolidate their understanding of narrative text structure. They will discuss how different authors make choices to entertain the reader and analyse language and literary devices and their effectiveness within narrative texts. There will be a focus on brainstorming and planning ideas in response to a given stimulus (similar to NAPLAN writing tasks) as well as writing, editing and publishing. Students will plan and write a short story for our class book of stories.

### Humanities and Social Sciences (HASS) ~ Participating in Australia's/PNG's democracy – Civics and Citizenship

In this unit, students are introduced to the key values of the liberal democratic system of government, such as freedom, equality, fairness and justice. Students will learn about representative democracy and voting processes. Students will expand on their knowledge of the law by studying how laws impact on the lives of citizens. Students also investigate the role of groups in our community.

Key inquiry questions

- What is democracy and why is voting in a democracy important?
- How do laws affect the lives of citizens?
- How and why do people participate in groups to achieve shared goals?

***In Week 8 Students will begin their HASS History unit:***

### Investigating the colonial period in Australia – History

In this unit students will explore reasons for colonisation during the 1800s and how lives were changed as a result. They will identify locations of colony settlement across Australia and the impact this had on different communities. They will investigate a significant event on an Australian colony and the contributions of people who helped shaped Australia during this time period.

Key inquiry questions:

- How did an Australian colony develop over time and why?
- What were the significant events and who were the significant people that shaped Australian colonies?

### Science ~ Our place in the solar system (Earth and Space Sciences)

Students will explore the place of Earth in the solar system and use this knowledge to look for patterns and relationships between components of this system. They will consider how Science and technology have advanced understanding of space and complete a research task that they will present to the class.

### Technologies ~ Design and Technologies (Mr Collins)

Students will investigate how and why food and fibre are produced in managed environments. They will explore the role of design in food and fibre production occupations to develop solutions for current and future use. They will investigate how design choices influence consumers' decision making. In response to a design brief, they will design and create both a 'Farm to Table Infographic' and packaging for a new product and consider the sustainability of their design.

### English ~ Core Skills

**Reading and Viewing:** Students will participate in a wide range of reading activities including guided, shared and modelled reading. Comprehension activities will focus on developing literal (right there), inferential (hidden in the text) and evaluative (what do you think) reading strategies through group and independent activities.

**Speaking and Listening:** Students will present to the class this term in relation to their Science research task.

**Spelling:** The school follows the 'Sound Waves Program'. Students will continue to develop their spelling skills and strategies through a range of activities. Spelling will be pre-tested on Mondays and post-tested on Fridays.

**Handwriting:** It is generally expected that **students will use cursive writing for all writing activities unless otherwise negotiated**, including homework. This term we will be revising letter joins and letter formation.

**Grammar:** This term we will be revising types of sentences, punctuating direct and indirect speech and grammar terminology (noun, verb, adjective, adverb, pronoun, noun group etc) and identifying the main (independent) clause in a sentence. We will also consolidate how we can join sentences using conjunctions. Year 5 students will also complete a range of grammar activities in preparation for NAPLAN, in a similar testing format.

### Health (Mrs Romaso-Daimoi) ~ Overcoming Challenges

Students will explore the concept of overcoming challenges, the feelings, the issues that are typically encountered when facing a challenge, and how challenges can be overcome. Students will focus on persistence and resilience.

### Physical Education (Mr McKeiver) ~ Cricket/T-ball

Students will develop fundamental movement skills within the context of modified cricket and T-Ball. They will work collaboratively and apply concepts of fair play while participating in physical activity.

### The Arts ~ Music (Mr Neale)

Students will begin (or continue) to learn ukulele, along with an introduction to basic chord playing on the guitar and piano. They will be learning a range of songs from different parts of the world to reinforce new and previously learnt musical concepts. Year 5-6 will be performing in the Music assembly this term.

### The Arts ~ Media

Students will explore how to create effective visual posters using Publisher and simple animations and movies using PowerPoint. They will plan and create an 'About Me' posters using Publisher and develop their media skills using through a range of activities in PowerPoint to create an animation of their choice.

### PNG Studies (Mrs Romaso-Daimoi) ~ Peoples' contribution to the Community

Students will explore about people or groups that have represented their community or country in some way such as in sports, arts, church or any other activity

Key inquiry questions:

- What are the ways people can contribute to improve lives?
- What type of person contributes to the community?