



# Bural Unit Term 2, 2016 Overview

There have been many important events in Australia's history from colonisation to present day. Significant events over these years have helped Australia create its

This unit of inquiry is based on the Australia Curriculum

## Aboriginal History through Art

identity. Students in Year 5/6 will focus on these significant events through the 'eyes' of Indigenous Australians. During this Arts/History unit, students will create various forms of artworks, focusing on the techniques and materials used by Indigenous Australians over thousands of years. Students will also focus on key moments in history, particularly the colonisation of Australia, the removal of Indigenous peoples from their families, and the Australian Government's Apology. When focusing on these moments in history, students will attempt to approach each task from the perspective of Indigenous Australians. Students will be required to research significant moments in Australia's history, produce fictional recounts from perspective of Indigenous Australian's, together with various forms and styles of artworks.

Students will work with their teachers and peers to investigate the essential questions:

- How have individuals/groups in the past contributed to the development of Australia?
- What do we know about the lives of people in Australia's Indigenous past?
- How do artists represent different views, opinions and beliefs?

**Parental Engagement:** Families are encouraged to discuss their knowledge of Indigenous peoples of Australia, and some of the significant moments in history. Parents are encouraged to talk to their children about the Federal Government Apology, particularly on National Sorry Day, 26 May 2016. Additionally, families are encouraged to talk about Aboriginal Art, the various symbols used to tell a story, and what its means to them as individuals.



## English

### Speaking & Listening

- ◆ Orally present research findings to an audience of peers.
- ◆ Self-reflecting on speaking and listening skills.
- ◆ Active listening, including asking interpretative questions and participating in a dialogue of ideas.
- ◆ Justifying a point of view and considering the ideas of others.

### Reading & Viewing

- ◆ Independent reading of self-selected texts.
- ◆ Using a range of strategies to comprehend texts, including comparing, summarising, inferring, predicting and synthesizing.
- ◆ Responding to visual and written texts by retelling a sequence of events, determining the author's purpose and analysing text features.

### Writing & Spelling

- ◆ Investigating the structure and language features of information reports and fictional recounts.
- ◆ Using spelling strategies to build a wider spelling vocabulary.

**Parental Engagement:** Regular reading at home is a great way to support the development of reading skills. Talking to your child about what they have read is a great way to show that reading is valuable. Shared reading in other contexts, such as searching websites or reading instructions in video games is another way to engage your child in reading.

### Important Days to Remember

#### Library:

Friday: 5M & 5N  
Monday: 5/6S  
5/6RG will attend Mondays as part of their Readers' Workshop.

#### Health and Wellbeing:

Tuesday: 5M, 5N & 5/6S  
Wednesday: 5/6RG

#### Japanese:

Tuesday: 5M, 5N & 5/6S  
Wednesday: 5/6RG

#### Year 5 Band Practice

Monday 2.00-2.30  
Thursday 9.00-10.00

#### Year 6 Band Practice

Monday 2.30-3.00  
Thursday 10.00-11.00

## Mathematics

### Year 5

### Year 6

#### Probability and Graphs

- Making and interpreting line and column graphs.
- Organising data in a table.
- Making an organised list to record outcomes.
- Exploring probability.

#### Probability

- Using fractions, decimals and percentages to describe probability.
- Making lists and tree diagrams to use as strategies to predict.
- Comparing outcomes with predictions.

#### Measurement (time)

- Reading 24 hour time.
- Solving problems using elapsed time.

#### Data and Graphs

- Comparing graphs.
- Presenting multiple sets of data on one graph.
- Making a graph to represent data.
- Using statistics to draw conclusions.

#### Multiplication and Division

- Finding factors using multiplication.
- Multiplying with three factors.
- Using mental maths to multiply.
- Identifying missing information and using equivalent number sentences.
- Using patterns to divide.
- Dividing with remainders.
- Checking for reasonableness in division problems.

#### Measurement

- Understanding multiplication properties.
- Using mental maths to multiply.
- Ordering operations.
- Using operations to solve problems.

**Parental Engagement:** Parents can support their child by having ongoing discussions about the importance of Mathematics in everyday situations, such as cooking, creating shopping lists and reading odometers, signs and clocks. These discussions ensure that children can develop connections between what is taught in the classroom and the application of skills in their day-to-day life. Mathematics tasks are also set every week to consolidate skills taught in class.

#### Japanese

This term students will explore the essential questions “what are the various art forms Japan has produced over time and what do they reveal about Japanese culture?” and “How do the Kana charts represent spoken language?” while accessing the Australian Curriculum. Students will develop their understanding of *Kana* (writing) and speaking.

**Parental Engagement:** Parents and carers are encouraged to explore various art forms from Japan, and to discover more about one particular Japanese art form of their child’s choice.

#### Physical Education

Bural Unit this term will be participating in fundamental movement skills of striking, running, throwing and dodging.

To learn the movement skills of striking and dodging, students will participate in a range of activities based around hockey. There will be a focus on sportsmanship and using strategy as a team.

Students will engage in a learning program in preparation for the Athletics Carnival which will involve events such as relay running, shot put and sprinting biomechanics.

#### Health and Wellbeing: Nutritional Choices

This term Years 5/6 will be exploring the effects of an unhealthy diet and how the correct balance of nutrients can influence both physical and emotional wellbeing. Students will also learn the value of the major nutrients required for a healthy body and how the body uses them. Students will investigate how advertising can have, both, a positive and negative influence on their health and eating habits. Essential learning questions explored will include: *How does an unhealthy diet influence my wellbeing?* and *How does advertising affect my healthy eating choices?* When eating different meals throughout the day discuss with your child the nutrition your family is receiving from each ingredient. If you and your child encounter food advertising throughout your daily activities, discuss how that advertisement made you feel about that certain product and who their target audience may be.