



Bural Unit Term 3, 2016 Overview

This unit of inquiry is based on the Australia Curriculum.

This term for inquiry, Bural unit will be participating in a range of key learning areas to develop their understanding's.

Students will be exploring a Geography unit, with a focus on Asia, North America and Europe.

Essential questions:

- *Geography:* How do people influence the characteristics of places in North American, European and Asian countries?
- *Science:* How does using scientific knowledge solve problems?
- *Health:* How do my health choices affect my health and wellbeing?
- *Technology:* How do I design, make and appraise?

In this unit students will use the Olympic Games as a framework to expand their mental map of the world. By collecting and analysing secondary data, students will build an understanding of the characteristics of countries in Europe, North America and Asia and the interconnections between countries. Students will complete an independent research task on a country of their choice, and make comparisons to a country from a different continent. To apply their understanding, students will design and make an artefact that represents a feature of their country.

This unit also gives students the opportunity to take on the role of a professional athlete. Students will collect data on their personal achievement on tests of flexibility, strength, endurance and agility. They will use this data and their knowledge of biomechanics to think of ways to improve their performance. By devising and implementing a plan to improve their fitness, students will develop an understanding of how their health choices impact their overall wellbeing.

Parental Involvement:

Taking your child on a drive around Canberra to look at the embassies of different countries could prompt discussion about what foods, clothes and cultural events are associated with different countries.



English

Speaking & Listening

- ◆ Orally presenting 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 synthesising.
- ◆ 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 various text types to describe facts
- ◆ Using a range of spelling strategies to build vocabulary

Parental Involvement: 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 video game instructions is another way to engage your child in reading.

Important Days to Remember

Library:

- 5/6RG—Wednesday 10:00- 11:00
- 5/6S— Monday 9:30—10:00
- 5MN—Friday 2:00—2:30

Cooking:

- 5/6RG—Wednesday 9:00—10:00
- 5/6S—Monday 12:00—1:30
- 5N—Thursday 9:00—10:00

Japanese:

- 5/6RG—Monday 12:00—1:30
- 5/6S - Monday 10:00—11:00
- 5N—Wednesday 9:00—10:00
- 5M—Wednesday 10:00—11:00

Year 5 Band Practice

- Monday 2:00-2:30
- Thursday 9:00-10:00
- Thursday 11:15-11:35

Year 6 Band Practice

- Monday 1:30-2:00
- Monday 2:30-3:00
- Thursday 10:00-11:00

Mathematics

Year 5	Year 6
<p>Number</p> <ul style="list-style-type: none"> • Recall of multiplication facts and strategies • Adding and subtracting fractions with the same denominator • Adding and subtracting mixed numbers 	<p>Number</p> <ul style="list-style-type: none"> • Adding and subtracting fractions • Calculating equivalent fractions • Converting fractions to decimals and percentages • Using percentages to calculate discounts
<p>Measurement</p> <ul style="list-style-type: none"> • Converting between 12 and 24 hour time • Selecting appropriate units of measurement for length, area, mass and capacity • Calculate the area and perimeter of rectangles 	<p>Measurement</p> <ul style="list-style-type: none"> • Connect decimal representations to the metric system • Convert between length, mass and capacity • Solve problems using units of measurement • Interpret and use timetables
<p>Patterns and Algebra</p> <ul style="list-style-type: none"> • Describe patterns involving fractions, whole numbers and decimals • Continue and create patterns by adding and subtracting fractions, whole numbers and decimals 	<p>Patterns and Algebra</p> <ul style="list-style-type: none"> • Continue sequences using fractions and decimals • Create sequences using fractions and decimals • Describe and apply rules to patterns

Parental Involvement: Parents can support their child by having ongoing discussions about the importance of maths 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

Students will finalise and perform their imaginative skits which incorporate various Japanese art forms. Then we will start an inquiry exploring how Japanese have used their natural environment and how this reflects their culture. This is based on the mainstream 5/6 inquiry. Students will create a travel brochure writing in Japanese script.

Physical Education

Bural Unit this term will be participating in fundamental movement skills such as vertical jump, agility, sprint running, and dodging.

To learn the movement skills of vertical jump, agility, and dodging, students will participate in a series of lessons based on skills involved to play basketball.

Kitchen and gardening

This term in kitchen/garden year 5 and 6 will be focusing on kitchen and garden safety in order to gain their kitchen and garden safety licences. They will be undergoing a series of activities that require students to display safe and responsible protocols when being active in the kitchen and garden. Students will also be turning the garden to prepare for planting, and taking part in some kitchen classes.