



# Bural Unit Term 4, 2016 Overview

## TAKING CARE OF BUSINESS

This unit of inquiry is based on the Australian Curriculum for Economics.

The 'Taking Care of Business' unit gives students the opportunity to develop their understanding of economics and business concepts by creating and implementing their own business plan.

Students will develop an understanding of the trade-offs involved in making decisions about the ways resources are allocated to meet needs and wants in their community. In groups, students will apply this understanding to make decisions about the allocation of limited resources to run a Mini Market Day stall for the school.



Decisions about how to allocate resources for supplies, advertising and 'rent' will need to be weighed up and justified. Students will develop an understanding of the trade-offs involved in business decisions and become aware that businesses differ in the way they provide and promote products and services.

### Essential questions:

- How are business choices influenced by limited resources?
- What considerations do you need to make when designing a business proposal and why?

**Parental Involvement:** Throughout this unit of inquiry, talk to your child about how you may resources', ensure continual conversations are happening at home about meeting demands of the community with limited finances, and resources.

## English

### Speaking & Listening

- ◆ Listening to others and contributing to group discussions
- ◆ Asking clarifying questions and sharing ideas cooperatively
- ◆ Interpreting information from aural texts

### Reading & Viewing

- ◆ Daily sustained independent reading of electronic texts, books and magazines
- ◆ Explicit instruction in comprehension strategies including predicting, connecting and synthesizing
- ◆ Modelled reading of class novels, picture books and electronic texts
- ◆ Responding to visual and written texts by completing independent tasks

### Writing & Spelling

- ◆ Explicit instruction in the language features and structure of narrative texts
- ◆ Guided and independent writing opportunities
- ◆ Participating in the '100 word story' competition
- ◆ Daily practice of applying spelling strategies in individualised spelling lists

**Parental Involvement:** Asking your child to share some of their writing with you is a great way to show that their writing is valued and encourage them to have a go. Daily reading at home, even for short periods, is also hugely bene-

### Important Days to Remember

#### Library:

- 5/6R—Wednesday 10:00- 11:00
- 5/6S— Wednesday 9:30—10:00
- 5MG—Friday 2:00—2:30

#### Cooking:

- 5/6R—Wednesday 9:00—10:00
- 5/6S—Thursday 12:00—1:25
- 5G—Thursday 9:00—10:00
- 5M - Monday

#### Japanese:

- 5/6R—Monday 12:00—1:30
- 5/6S - Thursday 2:00—3:00
- 5G—Wednesday 9:00—10:00
- 5M—Monday

**Year 5 Band Practice**  
 Monday 2.00-2.30  
 Thursday 9.00-10.00  
 Monday recess 1.30-2.00

**Year 6 Band Practice**  
 Monday 2.30-3.00  
 Thursday 10.00-11.00  
 Thursday first half lunch  
 11.15-11.35

# Mathematics

Year 5	Year 6
<p><b>Data and Statistics</b></p> <ul style="list-style-type: none"> <li>• Selecting appropriate displays of data</li> <li>• Creating graphs and tables to display data</li> <li>• Analysing data that is presented in graphs and tables</li> </ul>	<p><b>Data and Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpreting a range of data displays, including side by side column graphs</li> <li>• Analysing secondary data in digital media and elsewhere</li> <li>• Identifying misleading data displays</li> </ul>
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Creating a financial plan</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Create a financial plan</li> </ul>
<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Connecting 3D shapes with their 2D representations</li> <li>• Describing locations using grid references, landmarks and directional language</li> <li>• Creating reflections, translations and rotations of 2D shapes</li> <li>• Identifying line and rotational symmetry</li> <li>• Creating enlargements of shapes using grids and digital technologies.</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Investigating combinations of reflections, translations and rotations, with and without digital technologies</li> <li>• Using the Cartesian coordinate system</li> </ul>

**Parental Involvement:** Parents can support their child in the Data and Statistics unit by helping them identify data displays in their everyday life, such as sport results, election opinion polls and computer game scoreboards. Discussing with your child what the data represents and how it may be misleading may also support their understanding. Asking your child to use a map to provide directions to a new place or helping them read street directories or Google Maps may help develop their confidence using directional language.

## Japanese

This Term in Japanese Bural students will become experts and teach their peers. Students will work in groups to introduce a given cultural and linguistic point to teach to their class, for example ‘animals in Japan’, with a language focus of “My favourite animal is... (eg the panda)”. Linguistic and cultural foci will be negotiated with students within the context of the Australian Curriculum. This unit is called ‘DIY’. To assist your child at home, once they know their topic, you could help them research information regarding the cultural aspect, and search Youtube for clips relating to the language focus.

## Physical Education

Bural Unit this term will be participating in fundamental movement skills such as catching, sprinting, agility movements and striking. These skills be practised throughout two learning programs, with a focus on Touch Football and Cricket.

Students will be given the opportunity to participate in teams to achieve a common goal, while practising essential movement skills.

## Kitchen and gardening

Year 5/6 students will spend time experimenting on how different conditions affect the growth of seeds and seedlings; each student will also collect and record growth data to share with the class. Students will celebrate diversity in the kitchen by exploring different cultures and their influence on food and recipes by cooking a variety of different meals from around the world. Years 5/6 are also going to be spending time in the garden tending to our plants and learning to safely transplant seedlings and harvest crops as the season moves from Spring into Summer.