



Bural Unit Term 1, 2016 Overview



This unit of inquiry is based on the Australia Curriculum

Unit of Inquiry: Humanities and Social Science *The Man in the Mirror*

Members of any community play an important role in Australia's democracy, and the operations of government. It is important for each community member to understand how Australia's democratic society operates, their role within a democracy, together with what each person can do to influence change. Through this unit students will have the opportunity to learn about Australia's operations of government and the role each representative plays within Parliament. Students will also have the opportunity to lead their own inquiry learning by developing a personal goal to effect change within their home, class, school, community or beyond. Students will work with their teachers and peers to investigate the essential questions:

- How do active citizens as individuals participate in a democracy?
- How can people work together to achieve a civic goal?
- How can you make a change in your community?

Parental Involvement: Families are encouraged to watch the news and discuss with their child prominent social issues. Parents are encouraged to talk to their child about an issue that is important to them, or something that they feel they should change. Some examples mentioned at school include cyber bullying and environmental care.



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Unit of Inquiry: Science —*Change Detectives*

The world is made up of matter and that matter comes in different forms. During this unit students begin to broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students classify substances according to their observable properties and behaviours. Students will have opportunities to analyse and classify matter into categories according to characteristics and behaviour (solids, liquids and gases). While students will also explore reversible and irreversible change, the focus of the unit is the development of inquiry skills associated with learning across all curriculum areas.

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

- How do I collect and present information?
- How can I prove a scientific theory?

Parental Involvement: Families are encouraged to discuss with their children various types of matter around the home. Conversation may focus on characteristics (i.e. solid, liquid or gas), and/or how matter changes from one state to another.

English

Speaking & Listening

- ◆ Demonstrate active listening behaviours with peers and teachers
- ◆ Ask relevant questions to add to discussions
- ◆ Manage group discussions as part of Readers' Workshop
- ◆ Prepare and deliver a number of speeches to persuade an audience
- ◆ Speak clearly and appropriately for a specific audience
- ◆ Ask relevant questions to add to discussions

Reading & Viewing

- ◆ Understand and investigate the four roles of the reader (Code Breaker, Investigator, Discussion Manager and Illustrator)
- ◆ Select a variety of texts at an appropriate level of difficulty
- ◆ Engage in discussions about Literature

Writing & Spelling

- ◆ Investigate the structure of persuasive text and their language features
- ◆ Plan, draft, edit and publish writing pieces

Parental Involvement: Listening to your child read aloud and discussing what they are reading to check for understanding is encouraged to support your child's literacy development. Some questions to ask which support your child's comprehension are: What was the main idea of the part you just read? How do you think the story will end? Why do you think the author chose those particular words? You can also help your child pick out some interesting words that they could add to their weekly spelling lists.

Important Days to Remember

Library: Friday 5M 5N

Monday 5/6S 5/6RG

(but not only limited to, students will have regular access to borrowing resources as required throughout the week to support their learning in Readers Workshops and inquiry).

Health and Wellbeing:

Tuesday: 5M 5N 5/6S

Wednesday: 5/6RG

Japanese: Tuesday: 5M 5N 5/6S

Wednesday: 5/6RG

Year 5 Band

Monday 2.00-2.30

Thursday 9.00-10.00

Year 6 Band

Monday 2.30-3.00

Thursday 10.00-11.00

Mathematics

Year 5

Year 6

Place value, fractions and decimals

- Reading and writing numbers up to 100 million (and beyond)
- Reading and writing decimals to the thousandths
- Representing fractions, decimals and whole numbers on the number line
- Converting common fractions and decimals
- Representing numbers less than one on a place value chart
- Applying number concepts to everyday situations

Place value, fractions and decimals

- Reading and writing numbers up to 100 million (and beyond)
- Reading and writing decimals to the thousandths
- Representing fractions, decimals and whole numbers on the number line
- Understanding the difference between positive and negative numbers
- Representing numbers less than one on a place value chart
- Applying number concepts to everyday situations

Angles and Shapes

- Understanding and measuring angles
- Classifying triangles and quadrilaterals
- Relating 2D shapes and 3D objects
- Enlarging and reducing shapes

Angles and Shapes

- Measuring and predicting angles
- Identifying properties of quadrilaterals
- Constructing simple prisms and pyramids

Operations

- Using mental maths to find missing parts
- Rounding and estimating whole numbers
- Using mental strategies to add and subtract

Operations

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

Parental Involvement: Parents are encouraged to support their children when completing Mathematics and the Math tasks distributed with the homework each week. Students are often asked to think about how maths concepts link to their everyday experiences, such as understanding decimals when using money and reading positive and negative numbers when looking at temperatures.

Japanese- *Power to Make Change*

Students will explore government, citizenship, and effecting change in Japan. Students will devise their own questions as a class group, however the teacher suggestions are:

- ◆ What does the government system look like in Japan?
- ◆ What does it mean to be a Japanese citizen in Japan?

Parental Involvement: Students are encouraged to discuss the Japanese government at home, the student essential questions, and what they mean with their families.

Physical Education

Bural Unit this term will be participating in fundamental movement skills of striking, kicking and catching.

To learn the movement skills of striking, students will participate in a range of activities based around sports of tennis, cricket and T-Ball.

Students will engage in a learning program based around skills associated with Australian Rules football, such as kicking, marking and hand-balling.

Health and Wellbeing

This term students will investigate the changes they may face as they grow older and how different aspects of their development may shape their identities and of those around them. Students will also explore what it means to be a good leader and role model in order to make a positive impact at Monash. Years 5 & 6 will be involved in 'Clean Up Australia Day', taking a lead role in aiding the lower year levels with their waste management. The essential learning questions are:

- ◆ **How can social, emotional, and physical development influence identity?**
- ◆ **What qualities make for a good community leader and/or role model?**

Parental Involvement: Discuss what identity means to both you and your child and the changes you faced growing up. When available investigate with your child the waste/rubbish used in the household and how you properly dispose of certain wastes. E.g. Recycling, green waste, composting, etc