

# Senior School Term 3 Overview

Dear Parents/Guardians,

Below is an overview of the content your child will be covering in Term 3 2017. Please be aware that the dates are general, as sometimes our assessments tell us that students might need more time to establish their understanding of a concept, or less time if they already understand a concept.

**POWER STANDARDS** refer to the non-negotiable learning outcomes that you can expect your child to work towards throughout a unit of work. Please contact your child's classroom/specialist teacher should you have any questions relating to this information.

<b>Science Unit</b>	<b>Desert Survivors</b>
<b>Integrated Unit</b>	<b>Geography</b>

Numeracy		
Week/Date	Topic	Power Standards
Week 1 - 2	Location	Grade 5: <ul style="list-style-type: none"> <li>Use a grid reference system to describe locations</li> <li>Describe routes using landmarks and directional language</li> </ul> Grade 6: <ul style="list-style-type: none"> <li>Introduce the Cartesian coordinate system using all four quadrants</li> </ul>
Week 3 - 8	Fractions, Decimals and Percentages	Grade 5: <ul style="list-style-type: none"> <li>Compare and order common fractions (half, quarter, third, tenths, ninths, eighths, sevenths, sixths, fifths)</li> <li>Locate and represent common fractions on a number line (half, quarter, third, tenths, ninths, eighths, sevenths, sixths, fifths)</li> <li>Add and subtract fractions that have the same denominator</li> <li>Represent fractions using decimals and use these to compare and order sets of these numbers</li> <li>Compare, order &amp; represent decimals.</li> </ul> Grade 6: <ul style="list-style-type: none"> <li>Compare fractions with related denominators and locate and represent them on a number line</li> <li>Solve problems involving addition and subtraction of fractions with the same or related denominators</li> <li>Use division to find a simple fraction of an amount</li> <li>Add and subtract decimals and round them to the nearest tenth or whole to check if the answer is reasonable</li> <li>Multiply and divide decimals by whole numbers</li> <li>Multiply and divide decimals by powers of 10</li> <li>Match fractions to their equivalent decimal and percentage</li> <li>Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items</li> </ul>
Week 8 – 10	Measurement	Grade 5: <ul style="list-style-type: none"> <li>Choose appropriate units of measurement for length,</li> <li>Choose appropriate units of measurement for mass</li> </ul>

		<ul style="list-style-type: none"> <li>Choose appropriate units of measurement for volume &amp; capacity</li> <li>Calculate the perimeter of rectangles using familiar metric units</li> <li>Calculate the area of rectangles using familiar metric units</li> <li>Calculate the volume &amp; capacity of prisms using familiar metric units</li> </ul> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>Understand and explain that the metric measurement system links directly to the decimal system. Example: 1.75 m is like 1 whole 7 tenths and 5 hundredths</li> <li>Convert between common metric units of length</li> <li>Convert between common metric units of mass</li> <li>Convert between common metric units of capacity</li> <li>Explain the capacity of an object when the volume is known, and the volume of an object when the capacity is known (connect)</li> <li>Work out the area and perimeter of both regular and irregular shapes including triangles and shapes with missing length values</li> </ul>
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Reading	
Week/Date	Power Standards
Week 1	<ul style="list-style-type: none"> <li>Back up and reread</li> <li>Monitor and fix up</li> <li>Infer and support with evidence</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Summarise text: including sequence of main events</li> <li>Infer and support with evidence</li> <li>Identify metaphors and similes while reading</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Use main idea and supporting details to determine importance</li> <li>Summarise text: including sequence of main events</li> <li>Revise – good fit book</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Identify the authors purpose</li> <li>Identify idioms when reading use context clues to determine their meaning</li> <li>Scanning ahead</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Recognise literary elements</li> <li>Use prior knowledge to connect with the text</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Recognise and explain cause and effect</li> <li>Identify hyperbole when reading and determine its purpose</li> <li>Practice and read again to read more fluently</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>Compare and contrast within and across texts</li> <li>Create a book log</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>Make text to self, text to world and text to text connections</li> <li>Adjust and apply different reading rates to match the text</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>Ask questions throughout the reading process</li> <li>Use word parts to determine meaning</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>Tune into interesting and unknown words</li> <li>Predict what will happen and use the text to confirm</li> </ul>

## Writing

Week/Date	Genre	Power Standards
Week 1	Narrative	<ul style="list-style-type: none"> <li>• Revision: Narrative structure (story mountain)</li> <li>• Plan: how to plan a narrative</li> <li>• Immersion</li> </ul>
Week 2	Narrative	<ul style="list-style-type: none"> <li>• Sizzling starts: exciting ways to begin a story, identify effective language</li> <li>• Beginning: Techniques to hook the reader. How to write an opening scene</li> <li>• Discuss narrative examples from other students</li> </ul>
Week 3	Narrative	<ul style="list-style-type: none"> <li>• Use talking marks</li> <li>• Build up: techniques to create an exciting build up</li> <li>• Vocabulary – how to include wow words.</li> </ul>
Week 4	Narrative	<ul style="list-style-type: none"> <li>• Problem/Solution – entertain the reader</li> <li>• Use imagery to bring stories to life</li> </ul>
Week 5	Narrative	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Using rubric/proficiency scale to evaluate work and set goals</li> <li>• Publishing techniques</li> </ul>
Week 6	Procedure	<ul style="list-style-type: none"> <li>• Revision: Discuss different types of procedural writing</li> <li>• Immersion – Explore different examples of procedure writing</li> </ul>
Week 7	Procedure	<ul style="list-style-type: none"> <li>• Structure and features of procedural texts</li> <li>• Writing succinct and clear steps</li> <li>• Writing a recipe</li> </ul>
Week 8	Procedure	<ul style="list-style-type: none"> <li>• Language use in procedural texts</li> <li>• The importance of sequencing steps</li> <li>• Science experiment procedure</li> </ul>
Week 9	Procedure	<ul style="list-style-type: none"> <li>• Consider your audience</li> <li>• Using present tense</li> </ul>
Week 10	Procedure	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Using rubric/proficiency scale to evaluate work and set goals</li> <li>• Publishing techniques</li> </ul>

## Physical Education

Sub School	Unit	Power Standards
Senior	Health and Fitness	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>• check what my resting heart rate is and what my heart rate is after physical activity</li> <li>• describe the five components of health related fitness</li> <li>• describe the six components of skill related fitness</li> <li>• create and participate in a fitness circuit designed to improve health-related fitness components</li> </ul> <p><b>I can...</b></p> <ul style="list-style-type: none"> <li>• roll, underarm/overarm throw, kick and strike an object towards a target</li> </ul>
	Target Games	

## Performing Arts

Sub School	Unit	Power Standards
Senior	<p>Prepare and present learnt choreography using technical skills to an audience.</p> <p>Present and perform devised and scripted narratives that use different performance styles.</p>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>● demonstrate my use of expressive skills when presenting dance ideas to an audience</li> <li>● apply the elements of dance to communicate dance ideas to an audience</li> <li>● apply time keeping strategies to maintain good rhythm when presenting dance ideas.</li> </ul> <p><b>I can...</b></p> <ul style="list-style-type: none"> <li>● Vary the use of voice elements to communicate character's intentions</li> <li>● rehearse, interact and negotiate with my peers when creating drama</li> <li>● create narratives and tension to communicate dramatic meaning</li> <li>● explore and apply different performance styles.</li> </ul>

## Visual Arts

Sub School	Topic	Power Standards
Senior	<p>Colour Theory</p> <p>Clay Construction</p>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>● mix two shades and two tints to create a monochromatic piece of artwork</li> </ul> <p><b>I can...</b></p> <ul style="list-style-type: none"> <li>● demonstrate additive and subtractive methods when using clay</li> </ul>