

Senior School Term 3 Overview

Dear Parents/Guardians,

Below is an overview of the curriculum content your child will be covering in Term 3 2018. 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 teacher should you have any questions relating to this information.

Integrated/ Science Unit: Week 1-10	<u>Social Justice: Care for the kids</u>	Numeracy	
Week/Date	Topic	Power Standards	
Week 1: 16th July to Week 6: 24th August	Fractions & Decimals	Grade 5: <ul style="list-style-type: none"> • I can add and subtract fractions with like denominators • I can write a decimal value as a fraction using 10 or 100 as the denominator and explain this using my understanding of the decimal place value system • I can determine the position of common fractions (half, third, quarter) on a number line by using whole numbers as an indicator for placing the fraction • I can name another fraction that is the same size as one half and one quarter. Grade 6: <ul style="list-style-type: none"> • I can work out 10%,25% and 50% of any given number. • I can explain that percentages are a way of representing fractions and decimals • I can explain how to multiply and divide decimals by whole numbers • I can find fractions of an amount • I can recognise and name equivalent fractions • I can simplify fractions • I can convert between mixed fractions and improper fractions • I can explain where fractions fit on a number line • I can explain the size of a fraction using my understanding of the numerator and denominator 	
Week 7: 27th August to Week 9: 7th September	Measurement	Grade 5: <ul style="list-style-type: none"> • Choose appropriate units of measurement for length 	

		<ul style="list-style-type: none"> ● Choose appropriate units of measurement for mass ● Choose appropriate units of measurement for volume and capacity ● Calculate the perimeter of rectangles using familiar metric units ● Calculate the area of rectangles using familiar metric units ● Calculate volume and capacity of prisms using familiar metric units <p>Grade 6:</p> <ul style="list-style-type: none"> ● Convert between common metric units of length ● Convert between common metric units of mass ● Convert between common metric units of capacity ● Explain the capacity of an object when the volume is known and the volume of an object when the capacity is known ● Work out the area and perimeter of both regular and irregular shapes including triangles and shapes with missing length values ● 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
<p>Week 9: 10th September to Week 10: 21st September</p>	<p>Data & Statistics</p>	<p>Grade 5:</p> <ul style="list-style-type: none"> ● Pose questions and collect categorical (eg your favourite food) or numerical (eg how many times can you jump in a minute) data by observation or survey ● Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies. Identify the best way to represent collected data and give reasons for their choice. ● Use and compare data representations for different data sets to help decision making Describe and interpret different data sets in context. Make inferential statements based on what is shown in the data. <p>Grade 6:</p> <ul style="list-style-type: none"> ● Construct a range of data displays, including side-by-side column graphs for two categorical variables

		<ul style="list-style-type: none"> Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables Investigating data representations in the media and discussing what they illustrate and the messages the people who created them might want to convey.
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Reading	
Week	Power Standards
Week 1	Comprehension: asking thick or thin questions Fluency: look for the talking marks and speak as the character Main idea
Week 2	Comprehension: make predictions using prior knowledge Expand vocab: infer the meaning of unfamiliar words Author's purpose
Week 3	Comprehension: visualise the text Expand vocab: tune into interesting words Figurative language
Week 4	Comprehension: infer the big idea moral of the text Expand vocab: use word parts to determine the meaning of the words. Main idea
Week 5	Comprehension: state opinions about the text and give evidence to support them Accuracy: trade a word, guess a word Author's purpose
Week 6	Comprehension: compare and contrast within and between text Accuracy: flip the sound Figurative language
Week 7	Comprehension: determine and analyse author's purpose and support with text Expand vocab: use dictionaries, thesauruses, and glossaries as tools Main idea
Week 8	Comprehension: use prior knowledge to connect with text Expand vocab: Ask someone to define the word for you Author's purpose
Week 9	Comprehension: summarize text; include sequence of main events Expand vocab: Tune in to interesting words Figurative language
Week 10	Comprehension: ask questions throughout the reading process Fluency: adjust and apply different reading rates to match text Main idea

Writing

Week	Genre	Power Standards
Week 1 - 3	Recount	<p>Structure I can:</p> <ul style="list-style-type: none"> ● Organises the structure of the recount by starting with an orientation that aims to interest the reader and include important events relating to a particular occasion ● States who was involved when and where it happened and other pertinent details and personal reflections ● Events are in paragraphs and ordered chronologically ● Appropriate visual text used, maps, timelines and photographs ● Related information grouped into paragraphs ● Elaborates events so that the reader is able to visualise the experience ● Writes a conclusion that includes a thought, feeling or observation and summarises aspects of the recount <p>Language Features I can:</p> <ul style="list-style-type: none"> ● Write in first and third person ● Writes about specific participants ● Writes cohesively using a variety of connectives to do with time (subsequently, the following day, meanwhile) ● Uses a variety of openers to create interest (Metaphor, simile, dialogue, thought, action, 5 senses) ● Write in complete sentences using a variety of simple, compound and complex sentences to create interest ● Maintains simple past tense or manipulates tense ● Groups sentences containing related information into paragraphs
Week 4 - 8	Persuasive	<p>Structure I can:</p> <p>Introduction</p> <ul style="list-style-type: none"> ● explain my position for the topic (for/against). ● present a short summary with at least three arguments. <p>Body</p> <ul style="list-style-type: none"> ● present arguments that are consistent with my position. ● write my arguments in a logical way to influence the reader (sandwich arguments - strong/weak/strong). ● include a topic sentence in each paragraph. ● include 3 supporting details to support the topic sentence in each paragraph. ● include a strong rebuttal in relation to alternative points of view. <p>Conclusion</p> <ul style="list-style-type: none"> ● write a conclusion that reiterates the position of the topic (for/against). ● evaluate the main points of each paragraph. ● state possible solutions or actions.

		<p>Language Features</p> <p>I can:</p> <ul style="list-style-type: none"> • include carefully selected facts or quotes from a credible source to support and extend upon my arguments. • discuss other points of views but can persuade the reader that my points are the stronger than opposing views. • confidently include persuasive devices such as emotive words (positive or negative) and phrases (rhetorical question, statistic, exaggeration, unusual detail, strong statements). • use more complex connectives and time connectives to link reasons/actions or actions/effects. • use specialised vocabulary and technical terms related to the subject in each paragraph. • consistently includes action verbs and abstract (hope, believe, think) verbs. • use a passive voice (concern has been raised...) to hide personal bias on more than one occasion. • consistently write in the first person and present tense. (if predictions are being made the tense might change to future).
Week 9-10	Poetry	<ul style="list-style-type: none"> • plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience • Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion

Physical Education		
Sub School	Unit	Power Standards
Senior School	Target Games	<p>To be able to be able to send an object towards a target with accuracy as well as taking into consideration my opponents placement</p> <ul style="list-style-type: none"> • I can send an object to a target with accuracy in the least amount of attempts • I can work together with others when to play a game strategically • I can adjust the force when aiming at a target from different distances • I can keep score and play fairly when playing various target games
	Fitness (Health Concepts)	<p>To be able to understand and participate in outdoor activities to support personal and community health and well-being.</p> <ul style="list-style-type: none"> • I can create a fitness circuit

Digital Technology/STEM

Sub School	Topic	Power Standards
Senior School	Digital Technology	<p>Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols (VCDTDI029)</p> <ul style="list-style-type: none">• applying safe practices while participating in online environments, for example checking the default privacy settings to ensure maximum protection of personal details, being aware of online filtering techniques and policies used at school and at home• considering ways of managing the use of social media to maintain privacy needs, for example activating privacy settings to avoid divulging personal data such as photographs, addresses and names• developing a set of 'rules' about appropriate conduct, language and content when communicating online, and using these rules as a basis for resolving ethical dilemmas• using digital systems to create web-based information taking into consideration referencing conventions, for example creating a blog, website or online learning space for sharing ideas• using a range of communication tools to share ideas and information, for example participating in collaborative online environments