

Senior School Term 4 Overview

Dear Parents/Guardians,

Below is an overview of the curriculum content your child will be covering in Term 4 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	Creativity: Bizarre Bazaar
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Numeracy		
Week/Date	Topic	Power Standards
Week 1 - 5	Shape: 2D and 3D Angles	<p>Grade 5:</p> <ul style="list-style-type: none"> Connect three dimensional objects with their nets and other two dimensional representations Identify line and rotational symmetries Estimate, measure and compare angles <p>Grade 6:</p> <ul style="list-style-type: none"> Construct simple prisms and pyramids from nets and recognise which net would represent each prism/pyramid Identify different views of prisms and solids including faces/sides that cannot be seen Identify shapes that tessellate Identify and perform combinations of translations, reflections and rotations of shapes. Identify angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles
Week 6 - 10	Patterns and Algebra	<p>Grade 5:</p> <ul style="list-style-type: none"> I can follow a mathematical algorithm involving branching and repetition (iteration) I can use brackets and order of operations to write number sentences I can use equivalent number sentences involving multiplication and division to find unknown quantities I can describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction <p>Grade 6:</p> <ul style="list-style-type: none"> I can design and implement mathematical algorithms using a simple general purpose programming language I can extend and apply the laws and properties of arithmetic to algebraic terms and expressions I can create algebraic expressions and evaluate them by substituting a given value for each variable I can introduce the concept of variables as a way of representing numbers using letters

Reading	
Week	Power Standards
Week 1	Comprehension: monitoring comprehension by leaving tracks of your thinking Fluency: Use punctuation to read with expression Main Idea
Week 2	Comprehension: re-reading to track comprehension Expand vocab: look for the talking marks and speak as the character Author's Purpose
Week 3	Comprehension: Make predictions using prior knowledge Expand vocab: infer the meaning of unfamiliar words Figurative Language
Week 4	Comprehension: use non-fiction features to make connections in text Expand vocab: tune into interesting words Main Idea
Week 5	Comprehension: identify new thinking and use prior knowledge to connect to text Accuracy: trade a word, guess a word Author's Purpose
Week 6	Comprehension: asking thick and thin questions Accuracy: skip a word, read on and come back Figurative Language
Week 7	Comprehension: use evidence from the text to answer questions Expand vocab: use dictionaries, thesaurus and glossaries as tools Main Idea
Week 8	Comprehension: visualise the text Expand vocab: use word parts to determine the meaning of words Author's Purpose
Week 9	Comprehension: support inferences with evidence Expand vocab: use pictures, diagrams and charts to determine the meaning of new words Figurative Language
Week 10	Comprehension: use the context to infer the meaning of unfamiliar words Fluency: use intonation to vary expression Main Idea

Writing		
Week	Genre	Power Standards
Week 1 - 5	Narrative	<p><u>Text Structure:</u></p> <ul style="list-style-type: none"> - contains orientation, complication and resolution - includes at least one effective plot devices for example; flashbacks, cliffhanger, twist, and reflection <p><u>Language Features:</u></p> <p>Audience</p> <ul style="list-style-type: none"> - Support the reader to understand - Attempts to engage the reader through using two of the following ; values and attitudes, evokes emotional response and display irony <p>Character & Setting</p> <ul style="list-style-type: none"> - Characterization emerges through descriptions, actions, speech or the attribution of thoughts and feelings of the character - Setting emerges through description of place, time and atmosphere <p>Vocabulary</p> <ul style="list-style-type: none"> - Sustain and consistent use of precise words and phrases that enhance the meaning or mood uses two or three of the following eg

		<p>metaphor, attitudinal, evaluative, technical, formal, alliteration, personification</p> <p>Paragraphing</p> <ul style="list-style-type: none"> - all paragraphs are focused on one idea or set of like ideas <p>Sentence structure</p> <ul style="list-style-type: none"> - use a variety of length and various beginning words for sentences <p>Punctuation</p> <ul style="list-style-type: none"> - all sentences are punctuated correctly - mostly correct use of other punctuation eg apostrophes, comma list, new line for each speaker, brackets and dashes etc <p>Spelling</p> <ul style="list-style-type: none"> - correct spelling of high frequency words and consistently spell more difficult words
Week 6 - 10	Procedure	<p><u>Text Structure:</u></p> <ul style="list-style-type: none"> - selects and uses an appropriate procedure framework for different context - use a layout that is appropriate to the subject and topic - states goal using precise terminology - use headings and subheading to indicate stages of the procedure - clearly lists materials and quantities required - writes explicit instructions for sequence of steps - uses diagrams, photographs illustrations to elaborate and support the text where appropriate - evaluates the outcome <p><u>Language Features:</u></p> <ul style="list-style-type: none"> - uses procedural order to provide text cohesion - uses appropriate terminology - uses linking words to do with time - guides readers accurately by use of precise adverbs or adjectives - can use connectives to build compound or complex sentences in order to include more details - independently selects appropriate heading for stages of procedure according to context and purpose (Goal/Aim/Hypothesis, Utensils/Equipment/Ingredients)