2017 - Term 3 – Tony Bellis and Trish Main

Learning Area	Program Outcomes
Religion	**Confirmation** The units of work that make up the Confirmation program are: 'Empowered by the Spirit', 'Gifted by the Spirit' and 'Spirit of Truth'. Aspects covered in the program are: ● Sacraments of Initiation ● Jesus' promise of the special strength of the Holy Spirit to his Church ● The Giving of the Spirit at Pentecost ● People who drew on the Gifts of the Spirit ● Saint research ● The Beatitudes ● Gifts of the Spirit ● Fruits of the Spirit ● The Holy Spirit in Society ● Virtues of Faith, Hope and Charity ● Values-choosing them day by day ● Pillars of Faith
Maths	**iMaths investigation - 'Happy Hippos' (Weeks 1-3)** This Investigation allows students to combine their creativity with their natural interest in wild animals. Students will be so engrossed in the planning of their Safari Parks that they will hardly realise they are using complicated mathematical processes. **iMaths Topics** ● NA4 Multiplication by two digits ● NA6 Two-digit divisors ● NA7 The four operations ● NA15 Decimal addition and subtraction ● NA16 Decimal multiplication ● MG1 Metric system of measurement ● MG3 Area of composite rectangles ● MG4 Investigating squares and rectangles ● MG15 Using scale **iMaths investigation - 'Educational Entrepreneur' (Weeks 4-5)** This Investigation gives students a creative opportunity to put the challenging concepts of fractions into a game. When creating a game, probability and judgments become real, rather than abstract mathematical ideas. In order to evaluate each other's games, students need to play them, providing further practice in the Topics that have been taught. Producing a checklist, writing the rules, following the rules and evaluating the game integrates aspects of literacy.

iMaths Topics

- NA12 Equivalent fractions
- NA13 Add and subtract fractions
- NA14 Fractions as division
- NA20 Renaming percents as fractions
- SP1 Probability
- SP2 Judgments

iMaths investigation - 'My Personal Profile' (Weeks 6-7)

This Investigation asks students to compile a computer-generated profile page with a photo and personal data, then create graphs to analyse the data of the whole class. It gives students a variety of hands-on measuring opportunities. By investigating similarities and differences, students are given the opportunity to discover how, in some ways they are average, while in other ways they are unique.

iMaths Topics

- MG1 Metric system of measurement
- MG13 Measure angles 0°–360°
- SP4 Dot plots
- SP6 Pie charts

iMaths investigation - 'My Weird or Wonderful Weather' (Week 8)

This Investigation gives students a close look at how Australian weather data is gathered, presented and recorded on the Bureau of Meteorology website. Students investigate two locations and present a thorough weather analysis. This comparison will lead to the development of a script suitable for presenting as a television segment.

iMaths Topics

- NA11 Positive and negative numbers
- SP3 Causes of bias
- SP5 Line graphs
- SP7 Segmented bar charts
- SP8 Side-by-side column graphs
- SP9 The graph never lies

Mathematical Thinking
The four proficiency Strands: Understanding, Fluency, Problem Solving and Reasoning are embedded in this unit of work. The four proficiencies are linked by the teaching pedagogies

English	**Reading**
	● Analyses and uses appropriate reading strategies.
	● Reads with fluency and expression, reflecting an understanding of the text that they have read.
	-Cars and Stars – focuses on 12 specific reading strategies
	-Guided Reading – Ability grouped and linked to Cars and Stars
	-Reading Comprehension - higher order comprehension strategies of: compare and contrast, word meaning, summarising, drawing conclusions and making inferences, figurative language, fact and opinion, cause and effect, sequencing, author's purpose, main idea, facts and details, predictions
	Viewing
	● Identifies and explores different perspectives on complex issues by viewing and comparing a range of texts.

- Draws on a repertoire of strategies and approaches to analyse meanings in visual texts.
- Makes relevant and succinct notes whilst viewing a variety of visual texts.

The children will be viewing the TV current affair program Behind The News and various Myths and legends clips.
During the unit they will demonstrate:
- The capacity to make meaning from different forms of TV.
- The ability to obtain information by viewing.
- The ability to identify the message that is being conveyed.
- Main characters – Who? Importance to Film/TV show? Storyline.
- The role of music – e.g. to indicate a closure, romance, fear, humour.
- That visual texts can target particular groups of people and individuals.
- An ability to recognise that visual texts may use stereotypes.

Writing
- Writes with a clear sense of purpose and structure and explores different perspectives when writing.
- Understands and follows the conventions of a text type.
- Edits and re-reads own work to aid in understanding.
- Uses existing spelling strategies and applies new strategies to spell unfamiliar words.

  - Myths and Legends Writing **-** The children will view, research and write ancient myths and legends, focusing on narrative structure.

Spelling
The program will be based on the text, 'Spelling Rules' (Book F and G) by Helen Pearson and Janelle Ho. The spelling unit consists of two parts: the first part will be phonic based and the second part consists of the students learning a spelling rule from the St Luke's Spelling Scope and Sequence.

Grammar
This grammar program is comprised from the St Luke's Grammar Scope and Sequence document. Students will be utilising the text- 'Oxford Grammar 6'.

Adverbs (Tom Swifties), Prepositional Phrases, Synonyms, Antonyms, Homophones
Text Cohesion - Omit/Replace words, Pronouns, Possessive Pronouns, Relative Pronouns, Paragraphs, Topic Sentences, Text Connectives
Similies

Listening and Speaking
The students will present information to an audience about a given topic.
Health - Drug Education oral presentation and Google Slideshow.
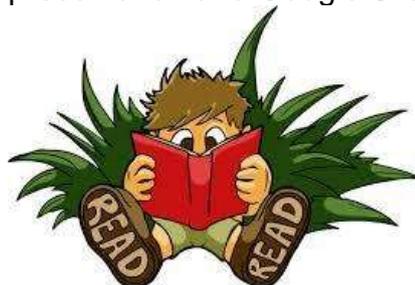
History	**Australia as a Nation – Migrants**

Students learn about the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Australian Curriculum Outcomes
Historical Knowledge and Understanding

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)

- comparing push and pull factors that have contributed to people migrating to Australia (for example, economic migrants and political refugees) from a range of places
- exploring individual narratives using primary sources (for example, letters, documents and historical objects), interviewing and recording an oral history, and presenting the journey and circumstances of arrival based on the sources (for example, through drama)
- describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia
- connecting stories of migration to students' own family histories (where appropriate)

Key Inquiry Question
Who were the people who came to Australia? Why did they come?
The students through using an inquiry - based approach will research our history and how our past has helped to shape our future. The students will view video clips and other forms of multimedia to aid in their understanding.
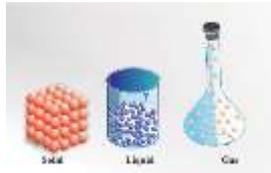

Health	**Drug Education**

Resource: 'Challenges and Choices' – Resilience, Drug and Road Safety Education

Alcohol and other drugs (AD)

Personal, Social and Community Health Descriptors;
- Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

	- Plan and practise strategies to promote health, safety and wellbeing. - Examine the influence of emotional responses on behaviour and relationships (ACPPS056) - Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)
Digital Technology	**Sphero Robotics** **Knowledge and Understanding** - Digital systems have components with basic functions and interactions that may be connected together to form networks which transmit different types of data (ACTDIK014) **Processes and Production Skills** - Collect, sort, interpret and visually present different types of data using software to manipulate data for a range of purposes (ACTDIP016) - Implement and use simple visual programming environments that include branching (decisions), iteration (repetition) and user input (ACTDIP020) - Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task **Task:** Programme a Sphero to… c.f. Term 3 Robotics assignment.
Science	**Chemical Sciences** The children will be conducting investigations around the central concept of 'changing states'. They will investigate using a hands on scientific approach utilised from the Primary Connections Framework. The following is a list of the likely investigations: - Changing states – solids, liquids, gases - Melting - Freezing - Evaporating - Dissolving - Gases - Burning - Physical/Chemical Change **Outcomes – Chemical Sciences** **Science Understanding** Changes to materials can be reversible or irreversible (ACSSU095) **Science as a Human Endeavour** **Use and Influence of Science** Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100) **Science Inquiry Skills**

Questioning and Predicting
With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS232)

Planning and conducting
Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS103)

Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSIS104)

Processing and analysing data and information
Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate. (ACSIS107)

Compare data with predictions and use as evidence in developing explanations (ACSIS221)

Evaluating
Reflect on and suggest improvements to scientific investigations (ACSIS108)

Communicating
Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS110)