

# Mr Wyett Term 3 Overview

## Year 5 2020

### **English**

#### **Language**

Students will continue to use the Words Their Way word program to further develop understanding of how to use spelling rules, word features, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words. A focus is on word understanding, as there is little point in students knowing how a word is spelt without knowing the meaning. Through word meaning then comes the application of these words to various tasks. Assessment will occur through bi-weekly word feature tests, which seeks to see if students can identify word features, word meanings and spelling of words.

Editing of texts will continue with the use of 'green for growth' and 'pink for perfecting'. This editing technique has been well adopted by students last term, with autonomy of editing happening by many. Grammar is imbedded within the word study program as it is natural fit to teach concepts together as opposed to abstract ideas, thus maximises time. Use of direct speech, along with the punctuation rules for it, will be one focus for punctuation this term. Through the application of direct speech, students will learn the punctuation rules and see first-hand the impact it can have on written text.

The use of oral language will be further explored with students given more opportunities of class reading and presentation of ideas using Seesaw as the ICT platform. Seesaw has been such a positive platform for so many students this year to express ideas both orally and visually. Look forward to seeing many more terrific examples.

#### **Literacy**

The creation of texts will be underpinned by a cross-curricula approach, so that students can see the relevance and power of written texts. Students will be writing to a book author and experimenting with creating text which reflects their own interests and personality. Descriptive and information text genres will also be revised with explicit teaching points about text styles. Peer reviewing, rubrics and criteria sheets will all be used as part of feedback for students' work. Quick writes will also enable students to engage in more writing, through the use of high stimulus writing prompts.

#### **Literature**

Students will engage with a variety of text types to further develop comprehension skills. The use of explicit teaching and guided texts, will ensure that all students develop inferencing skills. Ability grouping for comprehension activities will also be used, with levelled readers targeting students' individual needs. The ability grouping will also occur within a grammar/reading rotation to ensure that students have a variety of activities at their level to engage with across the year.

#### **Mathematics**

Maths is not confined to maths lessons, with a cross curricula approach taken again this term. Multiple links will be made with other activities throughout the day, from the morning challenge question to the geography unit on waterways. Engagement of maths which is relevant to students'

lives will be the key driver for the Australian Curriculum content. Every lesson will be underpinned with sharing of work samples, either from student work or pre-created work samples.

Daily mental maths will foster the fluency of maths skills, these have been popular with the class as students can see and monitor their own success as the year goes on. Our Growth Mindset from term 1, will continue with this being a pivotal focus to all lessons. Struggle is essential for all lessons, for growth to continue.

The major units this term will be based on chance and location with transformations. The chance unit will seek students to identify outcomes of various games and spinners. The students will have opportunities to investigate chance games as a whole class and at smaller group levels investigate their own chances games. The unit will accumulate to students designing their own chance games and reflecting on their learning process.

Location and transformation will yet again have students actively engaged in the learning process, with a series of mini lessons plotting and investigating various locations across the school yard. The hands on approach which will be supported by explicit class content, will also incorporate small group work, as this enables peer to peer learning and supported learning environments.

### **HASS**

This term the focus will be focusing on geography and HASS curriculum achievement standards, having covered the history components during term one and two. The theme of water will be explored through the study of water worldwide and also our local water catchments. Students will analyse water in our own catchment and report their findings, making recommendations where necessary. A development of critical understanding through enquiry questions will be key to the engagement of students throughout the unit. The major assessment in geography will be linked to this term's STEM unit, detailed below. Throughout this unit will be interacting with the local community, with reminders/demonstrations about our school values taking place.

### **STEM and Technologies**

This term the STEM challenge will focus on water filters which is in keeping with the term theme on water. The unit will utilise the STEM engineering design process to solve a real life problem about water quality. The unit will incorporate both independent and group work tasks and students also interacting with different materials to achieve a real life outcome (cleaner water). Students will use ICT to collaborate data and also express ideas through various programs. Their initial designs will be constructed using digital platforms. The final assessment piece will have students making real life filters, showing application of design and technology skills to produce their final filter.

### **The Arts**

Using the cross curriculum lens again, students will engage and represent various findings through a variety of mediums. The arts curriculum, both media arts and visual arts will be focused this term.

In media arts, students will be given opportunities to create short presentations from their findings from the geography unit. Photography will also be a key element, with students needing to assess lighting, focal points and subject matter to clear show their findings.

In visual arts, students will draw on their understanding of mediums to create still imaginary of landscape scenes. Connections will be made with other lessons to ensure that the content is relevant and time is being maximised.