

In Humanities and Social Science (HASS) this term our class will study Economics and Business

What: Students will learn about developing understanding of why decisions need to be made when allocating resources for society's needs and wants. They will learn the various factors that may influence them when making decisions or choices. They will learn methods that help with these decisions, particularly for consumer and financial decisions.

How: Students will participate in short inquiries involving responding to questions and discussions around the concepts of 'why consumers make choices?', 'what influences my decisions as a consumer?' and 'what can I do to make informed decisions?'. Students will participate in activities where they will need to make decisions about resource allocation, while taking into account the thoughts of others and multiple considerations, and justify their responses.

This term in the Arts, our class will continue learning about Visual Arts.

What: Students will create visual representations that communicate, challenge and express their own and others' ideas as artists. They will learn about the role and contributions of the artist to society. Students will make and respond using visual arts knowledge, understanding and skills to represent meaning.

In addition, students will engage in Music, Drama, Visual Arts and Dance as they plan and rehearse for their end of year Christmas concert.

How: To achieve this learning in Visual Arts students will design, make their own and respond to famous artworks. Students will extend their awareness of how and why artists have realised their ideas and represented them by engaging in both individual and collaborative learning about the history of artists and their works. We will explore and draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times. As an inquiry we will examine how artists have explored the concept of 'environment' and 'sustainability' in different places and at different times.

In English

Spelling

What: Students will develop their understanding of phonic knowledge.

How: Continued use of Jolly Grammar 4 and 5 as a phonics based learning program. While students participate in class discussions of word features, they will also engage in collaborative and individual learning activities while also studying and learning the words as a part of their weekly spelling homework. Students will incorporate new words and vocabulary from a range of sources into their own individual and differentiated weekly spelling lists.

Literacy

What: This term, students will develop their ability to understand and interpret a range of poetry and will experiment with these different poetry formats. Students will continue developing their grammatical understanding of conventions and writing abilities used to express greater precision of meaning.

How: This term, students will experiment with the text type of poetry. To develop poetry writing students will examine and analyse supplied exemplars, develop understanding of specific poetry text features and expand their repertoire of English use. Each week students will develop their understanding and experiment with a range of devices and deliberate word play in poetry and other literacy texts. To achieve further understanding of grammatical knowledge, students will participate in classroom discussions and activities where they will explore and experiment with word knowledge including; base words, prefixes, suffixes, noun verb and prepositional groups/phrases. Students will participate in weekly activities designed to develop their skills, knowledge and understanding of the use of English. These activities include

weekly lessons on; grammar, handwriting, computer typing and practising editing texts to improve meaning.

Literature

What: Continuing on from term 3, students will listen to, read, view, interpret and evaluate a written text while developing their understanding and comprehension skills through the novel study of the book Holes by Louis Sachar. This novel study will be incorporate learning across the three strands of English and will focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

How: Each week students will participate in learning activities as we, as a class, progress through the novel Holes. Students will analyse, appreciate and create responses to the literary text and develop points of view of particular text features. They will reflect on the language features, characters, vocabulary of the text and use metalanguage to describe their ideas. Student will participate in class and group discussions and presentations where they will describe how events, characters and setting in texts are depicted and explain their own responses to them.

Language

What: Student will develop their interaction skills and plan debate presentations. Students will further develop their phonic and word knowledge.

How: Students will participate in activities designed to acknowledge other's perspectives and how to link their responses to the topic using vocabulary and vocal effects (such as tone, pace, pitch and volume to speak clearly and coherently). They explore debating and will plan, rehearse and deliver presentations to an audience. Students will participate in reflection of spoken text, Holes novel study, and focus on developing their understanding of how patterns of language interactions vary across social contexts within the book. They will explore how language features change within interactions and how it is used to signal social roles and relationships.

Mathematics

What: In term 4 students will explore and learn about probability. They will learn how to assign a probability outcome value. Students will discover the difference between dependent and independent events. Students will explore how data can be collected and displayed. Students will engage in learning about purchasing problems and plan simple budgets.

How: Students will investigate the learning content of term 4 using a problem solving approach. This involves students being stimulated and challenged through strategic questioning and engaging in a learning process. This process involves lessons through the week which have a problem solving and reasoning focus as well as strategy lessons targeting specific skills. Students will be encouraged to problem solve using the F.I.S.H. process which provides a series of sequenced prompts and steps to take to work through a problem. Students will share their thinking and reflect on their learning and approach to problem solving. To explore probability students will examine everyday events and categories them according to year level. At year 4 students use terms including 'likely and unlikely', and at year 5 students develop numerical outcomes either using fractions or assign probability between 0 and 1. Students will examine the idea of dependent and independent events by looking and comparing chance events where the probability remains unaffected to that of events where there is a fluctuating change in probability. To explore data, students will develop a research questions and gather data that can then be used to construct displays. Students will have an opportunity to explore how data can be presented using a variety of displays and will assess the effectiveness of these displays. Finally, students will learn about money in mathematics. They will explore a variety of purchasing situations and solve problems with specific focus on the calculation of change to the

nearest five cents. Students will also use their understanding of and concepts of resources allocation developed in the HASS subject of Business and Economics to develop simple budgets for hypothetical events.

STEM & Design Technologies

What: The STEM inquiry this term will focus on mini golf and the learning opportunities presented through this investigation.

How: Students will continue their STEM learning started at the end of term 3 where they planned, designed and constructed a mini golf course based upon specific constraints. These included using a variety of angles within their plans and using mathematical language to communicate their ideas. Students will continue with investigations on their constructed course to reflect, and enhance upon it using the Design Engineering Process. This includes assessing the appropriateness of materials and their sustainability. This STEM inquiry will also tie in physical sciences observing objects in motion and how this energy is transferred though predictions, experimentation and evaluation.

Digital Technology

What: Students will develop their ability to describe how digital systems can be used for different purposes. They will define problems, design solutions which communicate ideas and information in collaborative ways and implement and evaluate their solutions.

How: Students will have opportunities in all learning areas to develop information and communication technology (ICT) capabilities. Students will develop explicit knowledge, understanding and skills relating to operating and managing ICT while investigating, creating and communicating. This will occur while students engage in a range of learning activities with digital technologies.

Students will explore digital systems and their components, including using cameras, microphones, iPads, Laptops and a variety of commonly used processing software. Students will be encouraged to develop their design thinking and use strategies for understanding design needs and opportunities, visualising and generating creative and innovative ideas, planning and analysing and evaluating those ideas that best meet the criteria for success. Students will progress from managing their creating of their own ideas and information for sharing to working collaboratively. They will need to negotiate and develop plans to complete tasks. Taking into account digital safety and apply social and ethical protocols that acknowledge privacy of personal information. They will also continue to evolve their skills in applying technical protocols such as devising file name conventions that are meaningful and determining safe storage locations to protect data and information.

Health

What: Students will recognise strategies for managing change and develop their understanding through investigation. They will interpret health messages and discuss the contributions to health and physical activity, safety and wellbeing. Students will be exploring scenarios, warning signs, responses and where to get help in regards to privacy and the body, recognising abuse and cyber safety as set out in the Keeping Safe: Child Protection Curriculum.

How: Students will participate in lessons designed to develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing, build and manage respectful relationships and develop strategies to keep safe. Rather than using a deficit learning model that highlights potential risks, a learning model that focuses on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices will enhance their own and others' health and wellbeing. To reach the learning goals students will learn about how their identity is formed, develop strategies to manage change and look at how to develop positive relationships.