

HASS

Geography – Study of North and South America

Economics and Business – Needs and Wants

What: Students to develop understanding of place, space, environment, interconnection, change and sustainability through investigations of North and South America.

Inquiry question/s:

How do people and environments influence one another?

How do people influence the human characteristics of places and the management of spaces within them?

How can the impact of bushfires or floods on people and places be reduced?

What do we need and what do we want?

How: Students will be presented with a broad overview of North and South America. Students will then be presented with the task of building/designing a new hotel to suit the location being decided by the student. A justification will follow.

A cross curricula priority being English, with oral language and written language skills being reviewed.

Visual Art & Media Art

What: Plan, produce and present media artworks for specific audiences and purposes using responsible media practice.

Develop and apply techniques and processes when making artworks. Plan the display of artworks to enhance their meaning for an audience.

How: Students will experiment with film using storyboards and digital technology to produce finished media pieces. This process will enable students to enhance their digital presentations through deliberate use of shot angle and placement to convey intended message. Visual art will incorporate both 2D and 3D art pieces.

STEM & Digital Technologies

STEM Inquiry: Udder Delights – Cheese Investigation

What: Students to explore the process of cheese making from the paddock to the plate. Major focus will be on solving an authentic problem which arises during the unit around cheese making.

How: Students learn best through a real and rich authentic STEM task. That is why I have teamed up with industry experts and famous South Australian cheese makers 'Udder Delights'. What is set to be a highly challenging and rewarding process for all, students will explore all aspects of cheese from packaging to making.

TERM 4 OVERVIEW

Mr. Wyett

Year 4/5

2019

Maths

What: Chance and Number; Data and Statistics; Money

Students will pose questions to generate, collect and display data. Students will list the outcomes of chance experiments and use correct language to discuss the probability of events. Students will round and calculate money amounts, with change being given from purchases.

How: Continuing with a growth mindset approach to maths, I will seek to make explicit connections with the maths curriculum and that of real life application of maths skills. Students will have the opportunity to sell and buy items in the class using fake money, all the while practising real life money handling skills. Money handling skills will also be reinforced with some fun online games designed around speed and accuracy. With Big Business occurring this term, some common chance games will be analysed with probabilities discussed. Students will also have the chance to design their own game and select the probability of outcomes.

Students will also design their own questions to collect suitable data on, justify the best method for representing this data and then analyse the data. This fun, yet real world task will see students become the leaders of their own learning.

Daily timed mental maths enables all students to engage in revision of maths fluency. Across the topic, chilli ratings ensure that all students are challenged/supported for their specific maths needs and level.

Drama/Music/Physical Education

What: Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations.

How: Scripted drama plays used to engage and discuss learning intentions, which is sure to be fun and engaging. Weekly physical education session will be run, incorporating a variety of movement and game skills. Direct links made with the health and social skills curriculum through these tasks.

English

Spelling: What: Students increase phonological awareness of words and increase vocabulary.

How: Continued use of Words Their Way as a phonics based program. Students engage in hands on word sorts, contract activities and class discussion on word features. Word of the day continued as a way of improving student's vocabulary and love of words.

Reading and Comprehension: What: Students listen to, read and view a range of nonfiction and fiction texts applying reading comprehension strategies to them, including inferencing. The focus will also be on vocabulary and developing skills to determine word meaning, to assist with text meaning.

How: Topic specific texts linked to STEM and procedure text examples will be used to engage and review reading strategies. Reading rotation groups will be used for levelled texts, with teacher guided groups part of this process. Independent reading in and out of class another important aspect to consolidating reading skills.

Writing: What: Procedure and information texts –Students will discuss and demonstrate structure, techniques and language features appropriate to the text type. Students will analyse the features of these texts in order to create their own.

How: A cross curriculum focus will be key, as there are many great examples of both types of texts available relating to our STEM topic. Students will get explicit lessons on text structure whilst gaining insight into our topic on cheese, thus maximising lesson time. Students will also be asked to create their own texts based on cheese making.

Oral Language

What & How: Students will demonstrate oral language skills and techniques across the curriculum. This term our STEM task will incorporate an oral report on their understanding and our media art unit will incorporate the need for students to demonstrate their oral language skills in a scripted situation.

Health & Social Skills

What: Students refine and further develop a wide range of fundamental interpersonal skills in play/game based situations. Development of challenge and adventure activities.

How: The camp at Nunyara will be a key element of the term to the development of adventure activities. Modified games will be the vehicle for social skill discussions.