

Term 4 is a very busy time for the Year 5/6 students. The Year 6 students are in the final stages of preparation for secondary school and the Year 5 students are looking towards their final year of primary education.

Hooptime Basketball and summer sport finals will be played early in the term. The students will be working hard on their current inquiry, completing the process with a Science forum to showcase their hard work. During Graduation sessions the Year 6 students will be focusing on their entry into Year 7 and preparing for their Graduation Ceremony. They will attend an Orientation Day where they will visit their 2016 secondary school. Year 5/6 staff will be involved in meetings with the Year 7 co-ordinators from the feeder secondary schools where information to support the student's smooth transition is disseminated. The Year 5 students will be joined by Year 4 students for weekly sport sessions, where they will have the opportunity to rekindle friendships through-out the term. This is part of the transition program for the Year 4 students to encourage a smooth entrance to the Year 5/6 Area. Leadership positions for 2016 will be announced towards the end of the term after a rigorous 'Leadership' process.

The students will celebrate the end of the year with a morning out at ten-pin bowling during the last week of school.

Whilst the term four curriculum focus below has been presented for planning purposes, the content will often be interwoven with other topics.

MATHEMATICS

The focus this term will be on the following:

- **Factors:** Identifying and describing factors.
- **Fractions:** Make connections between equivalent fractions, decimals and percentages ($\frac{3}{4} = 0.75 = 75\%$).
- **Decimals:** Multiplication.
- **Create simple financial plans:** Calculates prices – percentage discount: GST.
- **Chance & Data:** Data representation and interpretations.
- **Measurement:** Perimeter and area: grid references: using decimal representation of metric system units.
- **BIDMAS** applying the order of operations in equations.
- **Revision** of Mathematics that has been covered throughout the year.

READING

- The focus for this term will be on identifying the purpose, structure and language features of narratives texts.
- Through the narrative 'Wonder' by RJ Palacio the students will continue to explore and discuss the language and literacy features and styles of a writer and narrative.
- Literal and inferential comprehension.
- Revision of reading strategies and genres that has been covered throughout the year.

WRITING

Through narrative texts and poetry, students will follow the model of planning, drafting, proofreading, editing and publishing to develop their writing skills. Correct structure and language features of the genres will be studied.

Conventions of Language will focus on the language features of narratives-

For example: **Narrative text:** 1st & 3rd person, tense, figurative language (similes: metaphors) and dialogue.

SPELLING

Phonological, visual, morphemic and etymological strategies (The Four Spelling Knowledges) are used to develop an understanding of the structure of words. Students' spelling will focus on vocabulary related to the inquiry concept – Cause and Effect, relating to Science and our reading and writing genres – narratives and poetry.

SPEAKING & LISTENING

Development of the students' speaking & listening skills continues to be on-going through classroom interaction, cooperative group work and discussions. Year 5/6 provides many opportunities to speak publicly in a range of forums and all students are encouraged to participate in presenting to a variety of audiences.

The students will be presenting one formal oral presentation relating to their inquiry in Term Four. Oral presentation protocol and criteria will continue to be presented to students.

INQUIRY BASED LEARNING

Science is continuing as the inquiry focus with Cause and Effect as the concept. This is a student-centred learning approach. The students have experienced 'Inquiry Tasters' in Term 3, where they were introduced to chemistry, genetics, physics and geological science. Follow-up sessions based on the understanding *'Relationships and reactions can be explained in terms of cause and effect between components within the systems'* took place. Then using this information and experiences, the students decided the path of their inquiry and worked through the inquiry process. The students will be completing their inquiry early in Term 4 where they will showcase their action in a Science forum. The students will be involved in a personal or shared inquiry throughout the remainder of the term.

Looking forward to a great Term 4!

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