



Dates To Remember

10<sup>th</sup> August  
Governing Council 7pm

27<sup>th</sup> August  
Gathering 9am

31<sup>st</sup> August  
Governing Council 7pm  
10<sup>th</sup> September  
SCHOOL CLOSURE

16<sup>th</sup> September  
Market Day (W41/W42)

17<sup>th</sup> September  
Gathering 9am

23<sup>rd</sup> September  
Japanese Cultural Day

24<sup>th</sup> September  
END OF TERM 3  
2pm dismissal

# W12, W22 and W23 Term Overview

The following is an overview of what we will be covering this term from the Australian Curriculum. Whilst this is a current overview of what we expect to cover, the program is subject to change according to the needs of the students.

## English

We will continue to focus on Jolly Grammar and the spelling program that goes with that and expanding our vocabulary in a variety of areas and topics. We will also continue to develop our skills in other aspects of writing such as grammar, punctuation and handwriting.

Our writing focus for the term will be explanations and reports which will be linked in with our other areas of the curriculum such as Science and HASS.

We will continue to incorporate some oral language into our weekly program to provide students with opportunities to express their thoughts and ideas about their learning.

Guided Reading will continue to be a part of our daily program where the students will focus on developing their comprehension skills. As a school our main focus is on inferring and reflecting on texts.

## Maths

Number and time will remain a regular part of our weekly program and will intertwine with the other strands and sub strands.

Data representation and interpretation and location and transformation will be the focus for the term. These topics will link in with HASS.

We will continue to look at fractions and decimals as a part of our revision and maintenance of skills already learnt.

## HASS

In Geography the focus will be on the impact of bushfires and floods on environments and communities, and how people can respond. Andy (Aboriginal Support Officer) will be supporting to include the Aboriginal perspective on this topic. Some students will be looking at geographical features of Australia and comparing them to other nations, such as Europe, North America and Asia.

In Civics and Citizenship, how people with shared beliefs and values work together to reach a common goal, will be explored as part of the geography focus.

To link in with the current climate of COVID and lock downs, the economics and business strand brings into light a focus on needs and wants and why choices need to be made about how limited resources are used.

## Health & PE, Japanese and The Arts

The students will continue to have these lessons throughout the term.

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### Science

The focus for term three will be on Earth and Space sciences. The Year Five students will understand that the Earth is a part of a system of planets orbiting around a star (the sun). They will also be involved in:

- researching Aboriginal and Torres Strait Islander Peoples' understanding of the night sky and its use
- identifying the planets of the solar system and comparing how long they take to orbit the sun

The Year Six students will study sudden geological changes and extreme weather events and how they can affect Earth's surface. They will also be involved in:

- researching Aboriginal and Torres Strait Islander peoples' cultural stories that provide evidence of geological events
- investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world
- exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects

### Technology

#### **Design Technologies:**

Students will examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use. Students will be identifying the components of a service or system that contribute to its success and assessing potential risk or failure, for example, communication in the school or communication of a message to a wide audience; a system that manages an aspect of the environment; a campaign such as Clean Up Australia Day in different communities – or perhaps how we collect and collate Covid 19 data. Students will reflect on the features of designed solutions that ensure safety and wellbeing of users, for example smoke alarms – and the measures put in place to stop the spread in this pandemic. We'll be linking this learning to the learning in HASS and data collection and management.

#### **Digital Technologies:**

In Year 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems. This links to the learning in Design Technologies, HASS and Mathematics.