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Literacy

Reading

Students will engage with a variety of texts to develop their reading skills. They will listen to, read, view, interpret and evaluate spoken, written and multimodal texts as well as texts designed to inform, entertain and persuade. Students will develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. They will continue to interpret and evaluate the content of the class novel, 'War Horse' to extend their understanding of author style and expand their vocabulary and grammar knowledge.

Writing

Children will revise their understanding of narrative text to include correct structure and language features. They will be using a rubric for teacher feedback and the 'T.A.G' (Tell, Ask and Give) process to give peer to peer feedback to improve their writing.

Speaking and Listening

Students will communicate with peers and teachers in a range of face-to-face and online/virtual environments. Students will listen to discussions, reflect and give feedback. Students will be asked to complete and present an oral presentation on a selected topic using developing oral skills.

Mathematics

Number and Place Value

In Money and Financial Math students will create simple financial plans. They will investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies. Students will explore and calculate 'best buys' and solve problems involving profit and loss using sound mathematical strategies.

Statistics and Probability

In Chance students will list outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions. They will recognise that probabilities range from 0 to 1 and describe probabilities using fractions, decimals and percentages. Students will construct sample spaces for single-step experiments with equally likely outcomes.

Inquiry

In the topic Bizarre- Bazaar students gain a real-life understanding of the design and production process, when creating a brand new product. In a small group students will produce an item that is marketed and then sold at the school. The item that is produced must be original and the proceeds will be directed to a charity, chosen by the class, that supports children in poverty.

Religious Education

In the first three weeks of term four, students will continue to develop their understanding about the Sacrament of Confirmation. They will interpret the gifts and fruits of the Holy Spirit and how these enable people to contribute to the mission of the Church. Students will explore the ceremony of Confirmation, in particular the symbolic actions that take place during this special Sacrament.

In the second half of term four, students will learn about what the Churches' teaching is about Creativity and how we are all unique with special gifts and talents given by God. Students will learn how they can choose to use their gifts and talents to use the right choices in their lives. To finish the term students will explore the season of Advent and the importance of this special time in the Church's calendar.

Digital Technology

In Digital Technology students will continue an online course E- Smart on Cyber-bullying. They will investigate the correct protocols which need to be followed when online. Students will learn how to identify dangers when online and identify strategies to avoid them.

They will be using a variety of ICT skills and digital devices to create work tasks on a teacher created workflow document. Students will be learning the skills of coding to prepare them for programming in the future. Students will also learn about the correct ICT protocols when accessing any digital devices.

Student Well Being

Students will be involved in discussions and activities to understand our Positive Behaviours for Learning. One of the programs we will be using for this is the 'Click Against Hate' program. This program tackles ways to identify how stereotypes and bias can affect our behaviour towards individuals and groups. Students will continue to develop strategies that build their wellbeing and resilience. They will use techniques to self regulate and establish routines that will support them in their learning. Students that may require additional support with their wellbeing and social skills will take part in small group discussions and activities.

Students will participate in classroom transition programs in preparation for next year.

Year 6 students will participate in the 'Passport to Success' program run by the Smith Family Foundation. Year 5 students will prepare for leadership and roles of responsibility at Trinity.

Library

Library will occur on a Friday for both Senior classes Gr 5/6BOC and Gr 5/6FA. All students are to have a library bag or satchel. Students will borrow and return appropriate books from the library on a weekly basis. They are encouraged to select texts of interest, for research and at their Lexile level in order to complete related quizzes.

Health and P.E

This term students will continue to develop their cycling skills through the Bike Ed program which will be run on site and along the adjoining road to learn how to ride safely on the road. Students will also complete “The Big Bike Ride” where they use the skills learnt on a ride to Hawthorn Velodrome along the Main Yarra Trail and Gardiners Creek trails.

They will also refine more complex motor skills such as overarm bowling, two-hand strike, accurate throwing and catching through a striking and fielding unit which will focus on Cricket and Softball.

Mandarin

In Term 4, students will continue to learn and practise using functional language and daily expressions to conduct short conversations. They will also be engaged in creating simple imaginative texts using voice, rhythm, and appropriate gesture and action. Students will explore and learn to read and create bilingual signs, comparing Chinese words to their English equivalent, and to recognise how key characters in expressions contribute to the overall meaning.

Performing Arts

In Term Four of Performing Arts, students will continue to enhance their performance skills and use different elements of drama to sustain a character during a monologue performance. Starting with a focus on improvisation, students will have several opportunities to apply different interpretations to one piece and use feedback and their own reflections to justify their final interpretation. Through journaling, they will be encouraged to reflect on which choices best communicate meaning to an audience. Students will use their knowledge of stage directions and levels to stage a group monologue. This work will culminate in a readers theatre performance of their monologues. Following these performances, students will work as an ensemble to create the Year 6 end of year video.