

## **YEAR 5/6 CURRICULUM OUTLINE**

### **TERM 1, 2019**

#### **RELIGIOUS EDUCATION**

Religion is part of our Inquiry unit, 'What do we do with all the stuff?' the students will explore the Religious focus question of, 'What is 'true community'? They will investigate the concept of the 'common good' and how it is reached when we work together to improve the wellbeing of people in our society and the wider world. The students will also examine how the rights of the individual to personal possessions and community resources must be balanced with the needs of the disadvantaged and dispossessed.

By the end of this unit, students will have an understanding of how we can collaborate together as a community to promote caring for our environment. They will put actions in place to educate others about pollution and landfill that ends up in disadvantaged countries because of first world countries addiction to buying 'stuff' and not using good environmental practices such as recycling and reusing.

#### **ENGLISH**

##### **READING AND VIEWING**

This term we are focusing on picking a good fit book, the strategies of a good reader and displaying a deep understanding of what we read, using several effective comprehension strategies such as re-reading, highlighting the most important information and using clues from the text to infer what the author means. The students will also be reading and discussing the features of persuasive texts.

##### **WRITING**

The students will be using the seven steps to writing success program to break down how to write an interesting and effective persuasive and narrative texts that will grab readers attention and keep them excited and wanting to read on. We are starting by focusing on brainstorming, planning and writing sizzling starts that grab the reader's attention.

##### **SPEAKING AND LISTENING**

We will be focusing on what is active listening, listening to the speaker and collaboration skills in group work, such as negotiating and listening to others opinions in a respectful manner. We will also be conducting debates and individual presentations with a focus on effective presentation skills.

#### **MATHEMATICS**

##### **NUMBER AND ALGEBRA**

The students will be investigating growing positive attitudes to Math such as discussing that everyone can learn Math to a high level, mistakes help your brain grow, visualising and making connections strengthens your brain, Math is about depth and not always speed and that Math is about recognising pattern.

**Place Value**-We are also focusing on Place Value, naming and recording numbers, recognising the place value of numbers, understanding how to count higher numbers and renaming numbers, which is at the core of all Math work.

##### **MEASUREMENT AND GEOMETRY**

**Area and Perimeter**-What is the difference between area and perimeter?

-How do we measure the area and perimeter of regular and irregular shapes?

-What is the rule for measuring area?

**Time**-How do we measure analogue and digital time to the minute?

How do we convert between analogue and digital time?

How do we read 24 hour time?

What are efficient ways to solve time elapsed and time to problems?

How can we read and interpret timetables accurately?

### **MENTAL COMPUTATION**

Daily for 10-15 minutes the students will be pursuing mental computation activities such as playing number games e.g. mastermind, guess my number, dice games. Practising times tables, being taught about numbers or focusing on how to solve various equations using various mental computation strategies.

### **INQUIRY**

Our Inquiry topic is, 'What do we do with all the stuff?'

Our understanding questions are:

- Where do the things we consume come from?
- How do other cultures manage and protect the environment they live in?
- How does the waste we produce impact on the environment?

The students will investigate the manufacturing process and where products such as mobile phones, clothing, cosmetics and bottled water come from. They will conduct research to find out what country a range of products are made in, how they are made and where the waste that the manufacturing produces, is dumped. There will also be a focus on how this affects our environment and the people in various parts of the world. A strong emphasis will be about how we can consume less and follow the 4R's of Rethink, Reduce, Reuse, Recycle, including an excursion to CERES (Community Environment Park) Students will be putting actions in place to educate others about being better consumers.

### **GENERAL REMINDERS AND SPECIAL EVENTS**

**Please make sure that a labelled school hat is sent to school to be worn during Term 1.**

All students are expected to bring their diaries to school every day. In order for this to become a habit, children need to be reminded to check their diaries, fill in their home reading and make sure that their diaries are in their bags ready for school.

Homework will be given out fortnightly and is to be completed over the two weeks. We encourage you to discuss your child's homework with them, check that they have completed all the allocated tasks and read over their work.

Below are listed some important dates for you to be aware of:

**Tuesdays:** 5/6 TF, 5/6 CJ, Music and PE, 5/6 CJ-Italian

**Tuesdays:** 5/6 MM and GT - Art and Italian, 5/6 MM-P.E.

**Wednesdays:** 5/6 GT, P.E.

**Wednesday 20th Feb**-ASPIRE Teamwork and Growth Mindset Incursion

**Wednesday 27th Feb**-CERES Community Environment Park Excursion