

Term 4 Learning Overview Years 5-6

Literacy:

This term, students will continue exploring Literacy through OCHRE Education — a low-variance, knowledge-rich curriculum resource designed to deliver consistent, high-quality content that supports effective teaching practices.

Students will begin studying the narrative text “The Grandest Bookshop in the World” by Amelia Mellor. They will recall the purpose, structure and features of a narrative text whilst planning and writing introductory, action and resolution paragraphs based on the correct narrative genre format. They will then begin a text study on “The Last Bear” by Hannah Gold where they will explore the features of persuasive texts before commencing planning and writing their own persuasive letters as part of this unit.

Mathematics:

This term, students will continue Maths units through OCHRE Education. They will build on their understanding of measurement through the exploration of length, mass and capacity, identifying equivalent measurements and converting between units of measurement. They will begin converting between 12-and 24-hour time, focusing on reading and interpreting timetables and schedules and calculating the finish and start times of events to the minute. Students will collect large-scale categorical data and use this to create and interpret a range of displays including column and line graphs. They will explore the concepts of, and connections between, fractions, decimals and percentages, focusing primarily on the skills required to convert between decimals and percentages, and fractions and percentages.

Inquiry:

Inquiry lessons this term will be dedicated to the Energy Breakthrough program where students will engage in learning around nutrition, sleep, mental health and exercise in preparation for the EBT event. Students will plan and rehearse a presentation on their EBT learning journey before presenting it at the event in November.

Religion:

“Living as Disciples”: In this unit students will focus on our mission to respond to God’s love for us and all creation with the love and compassion of Jesus who said, “Learn from me for I am gentle and humble of heart.”

“The Birth of Jesus, The Messiah”: This unit examines the importance of stories. In particular, the story of the birth of Jesus from the Gospel of Matthew is studied. Its symbolic value is explored and the implications of the Christmas event are named.

Physical Education:

In Term 4, students will investigate how different movement concepts related to effort, space, time, objects, and people can be applied to improve movement outcomes throughout our fitness program in the lead up to Energy Breakthrough. They will be able to do this by demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control. In our tennis program, students will participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities. Students will be able to do this by exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants.

Science:

This term in our Year 3–6 Energy Breakthrough Integrated Curriculum Unit, students will explore the theme “Our Impact on the Planet” with a focus on understanding the greenhouse effect and the role of carbon emissions in climate change. Students will investigate how the greenhouse effect works and why it is vital for maintaining Earth’s temperature balance. They will then examine how human activities, such as transport, energy use and waste production, can increase greenhouse gases and contribute to global warming.

Students will calculate their own carbon footprints, identifying which everyday activities contribute most to emissions. They will use this data to analyse patterns and discuss practical ways to reduce their environmental impact.

By the end of the unit, students will understand how individual and collective actions can make a difference in protecting the environment. They will apply this knowledge to their design thinking to produce a presentation for the Energy Breakthrough Challenge.

Music:

During the term, students will learn to use the *ABC Let’s Sing* program as inspiration for expressive performance, composition, and reflection. Students will investigate how repetition and vocal timbre contribute to mood and structure. They will rehearse and perform songs in groups and use movement or gestures to enhance meaning. Students will experiment with rearranging or reinterpreting parts of songs, adding new vocal or rhythmic ideas to make the music their own. Through reflection and peer feedback, they will evaluate how effectively their performance communicates mood and story.