

Maths

The senior class is working in groups with the focus being on fundamentals for maths. The fundamentals delivered through activities utilising concrete materials.

Year 3

Represent money values in various ways

Correctly count out change from financial transactions

model and represent unit fractions

continue number patterns involving addition and subtraction

conduct chance experiments and list possible outcomes

Year 4

solve simple purchasing problems

locate familiar fractions on a number line

describe number patterns resulting from multiplication

list the probabilities of everyday events

identify dependent and independent events

Year 5

explain plans for simple budgets

order decimals and unit fractions and locate them on number lines

continue patterns by adding and subtracting fractions and decimals

list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1

Year 6

calculate common percentage discounts on sale items

connect fractions, decimals and percentages as different representations of the same number

describe rules used in sequences involving whole numbers, fractions and decimals



El Arish State School

2019 Curriculum Overview Senior Class Term 3



English

To improve outcomes and standard of work we are focussing on the fundamentals of reading, writing and oral language with a timetable structure that dedicates time to Unit work— Creating informative texts.

Reading groups are based around with e– books, PM reading kits, PROBE activities, SRA reading kits and computer generated reading activities with the 'Reading.Eggs' program.

Spelling Mastery is administered at 3 levels twice a week with students grouped according to spelling ability.

Students are provided the opportunity to develop their vocabulary with a vocab program that is levelled from sets of simple words through to sets of complex words. Students are expected to review the list that they have progressed to at home every evening. The students are tested every Thursday to monitor their level of success and progress.

Unit — Written Information report Assessment:

In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of informative texts. Assessment

3 – 6 Create an information report with a supporting image about the vegetables that are grown in the school garden.

HPE

Students will be applying the following concepts while applying bat and ball skills to cricket and t-ball throughout the term.

P/1/2

Use strategies to work in group situations when participating in physical activities

Identify rules and fair play when participating in physical activities

Year 3/4

Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities

Adopt inclusive practices when participating in physical activities

Year 5/6

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities

Key Dates

Week 2 — Tully Show.

Week 4 — Year 6 Transition Day - Tully High School.

SCIENCE

Cool Kids Cook

(Kitchen Chemistry)

Chemical sciences through the conceptual thread of change.

Students will participate in learning experiences that will give them opportunities to:

observe changes

identify changes that occur in everyday cooking situations due to heating (and cooling)

revisit how heat is transferred through solids and liquids

describe ways that everyday materials can be physically changed and how materials can be combined

explore the states of matter and the role of heat in changing the states of matter

explore changes to materials and classify these changes as reversible or irreversible

identify the differences between pure substances and mixtures

design investigations to separate mixtures

Technology

Year 3/4 Developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.

Year 5/6 Developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems.