



**Kurrajong North Public School – Class Learning Overview**  
**Term 3, 2024 – Class 5/6**



Week	1	2	3	4	5	6	7	8	9	10
<b>Reading</b>	<p>“Can we save the tiger?” by Martin Jenkins, “Phasmid: Saving the Lord Howe Island Stick Insect” by Rohan Cleave and Carrol Tulloch, “The Last Tree” by Mark Wilson, “The Dream of the Thylacine” by Margaret Wild and “Where are all the Christmas Beetles” by Suzanne Houghton and “Atlas of endangered species” by Sally Morgan</p> <p>Specific vocabulary is selected from these texts for study (the texts are not always read in their entirety due to their length).</p> <p>Key passages are selected for repeat reading to practice fluency.</p> <p>Students will be taught about how authors choose specific information to share in their texts, in order to understand how a writer uses deliberate bias. This is done to ensure their opinion is made clear in an informative text.</p>						<p>Continuation of “Jabberwocky” by Lewis Carroll from Term 2</p> <p>Students will identify nonsense words. They will be taught about an author’s authorial choices, and how unconventional forms of writing can lead to the creation of exciting pieces to read, that are easy to comprehend.</p>			
<b>Writing</b>	<p style="text-align: center;"><i>Information Writing</i></p> <p>Students will write their own information text using deliberate bias. Students will learn the story map of the text, before studying the text in detail and learning how to incorporate the toolkit below into their own writing.</p> <p>Their writing toolkit will contain:</p> <ul style="list-style-type: none"> <li>- descriptive language to build an image in the readers mind;</li> <li>- specialised and technical vocabulary to add precision;</li> <li>- make reference to experts as sources of authority;</li> <li>- use interesting information to sustain the readers attention;</li> <li>- use provisional statements when uncertain e.g. usually, seems to be.</li> </ul>						<p style="text-align: center;"><i>Poetry Writing</i></p> <p>Students will be taught how to write poems, focusing on word choice, word repetition and nonsense words. Students will learn how to write poems through:</p> <ul style="list-style-type: none"> <li>- experimenting with unexpected word combinations;</li> <li>- inventing nonsense words and situations, and</li> <li>- using language imaginatively to create surreal situations and settings.</li> </ul>			
<b>Grammar</b>	<i>Research Skills</i>		<i>Vocabulary</i>		<i>Punctuation</i>		<i>Adjectives and Synonyms</i>			
<b>Syntax</b>	<i>Sourcing credible information from influential and respected figures</i>		<i>Distinguishing between specific or technical examples of vocabulary</i>		<i>Determining the need for . , ! or ? when ending informative sentences.</i>		<i>Breaking words down in order to create new nonsense word combinations</i>			
<b>Spelling</b>	<i>Revision of number prefixes</i>	<i>hypo</i>	<i>hyper</i>	<i>ify</i>	<i>semi/demi/hemi</i>	<i>spect</i>	<i>therm/thermo</i>	<i>astro</i>	<i>fac/fact/fect/fic</i>	<i>cur/curs/course</i>
<b>Handwriting</b>	<p>Students are given passages to enter in their handwriting books using a legible font. They must shape their letters correctly, extend and drop their letters appropriately and write using a correct slope. The chosen passages for handwriting repetition extend the students’ learning content and knowledge from their reading and writing units.</p>									
<b>Mathematics</b>	<i>Understanding place value and the role of zero, using decimals up to 3 decimal places and choosing</i>		<i>Understanding place value and the role of zero, choosing strategies to solve addition and</i>		<i>Understanding place value and the role of zero and choosing strategies to solve addition, subtraction,</i>		<i>Understanding place value and the role of zero, compare and order decimals up to 3 decimal places, compare and order</i>		<i>Understanding place value and the role of zero, compare and order decimals up to 3 decimal</i>	

	<i>strategies to solve multiplication and division problems</i>	<i>subtraction problems, investigating two-dimensional shapes based on their properties and calculating area</i>	<i>multiplication and division problems</i>	<i>fractions with different denominators, measuring lengths and distances (including perimeters) and measuring the mass of objects</i>	<i>places, determines percentages (including writing in fraction and decimal forms) and solving number sentences using the order of operations</i>
<b>Mathematical Fluency</b>	<i><u>Times tables/division facts challenge</u>: students are currently working at a range between 2x to 13/14/15x tables. They will complete five 3-minute sessions spanning five days, with the fifth session doubling as their assessment. The students will either repeat the number fact they are on or move on to the next number fact they need to practice. Each student is working on a number fact specific to them. Students will progress to their next number fact if they achieve more than 136/151 five times in a row.</i>				
<b>Science</b>	<i>Living things in their environments (Living World)</i> Students will investigate how physical conditions of the environment affect the survival of living things. Investigating organisms that live in extreme environments, students will learn that changes in physical conditions will affect the behaviour and survival of living things, including animals that migrate or hibernate, and mould growth. Students will investigate how changing the physical conditions for plants impacts on their growth and survival, and understand that First Nations Peoples' knowledge of the physical conditions necessary for the survival of living things helps them protect the natural environment.		<i>Science is not taught in the second half of the term. I have decided to teach 2 geography lessons each week to delve deeper into the topic and further develop students' knowledge of the geography topic.</i>		
<b>Geography</b>	<i>Geography is not taught in the first half of the term. I have decided to teach 2 science lessons each week to delve deeper into the topic and further develop students' knowledge of the science topic. This also allows me to choose specific reading material to study and gear writing lessons towards the science unit.</i>		<p style="text-align: center;"><b>Diversity Across Asia</b></p> <p>These lessons are a study of the continent of Asia. The location of different countries and some of the key geographical features of the continent are looked at in detail. There is guided investigation into the lifestyles that different people lead in a variety of Asian countries and students learn about the differences in population, employment and ways of life.</p> <p style="text-align: center;"><b>The Worlds Cultural Diversity</b></p> <p>These lessons examine some of the different cultures of the world, including different indigenous groups. United Nations initiatives and declarations for supporting diverse groups of people in the world are examined and a variety of unique and interesting cultures are introduced.</p>		
<b>PD/H – “Rock and Water”</b>	<i>Setting boundaries and communicating where my personal line is</i>	<i>Rock and water qualities Am I more rock or water? Do I have to be?</i>	<i>What inner emotions can present as on the outside</i>	<i>What inner emotions can present as on the outside</i>	<i>Finding my centre of calm</i>
<b>Creative Arts</b>	<i>Olympics Art: Students will participate in art and craft activities focusing on the Olympic games. Sketching Art and Digital Art: Students will learn to sketch people and landscapes on both paper and online using digital technologies for art.</i>				