Term Overview: Level 5&6

Guided Inquiry Unit: Geography Extravaganza

**Spelling:** Weekly groups working on Codes and spelling rules

Value: Respect

Term 1, 2025

## To provide a safe, innovative and engaging setting which inspires students to achieve personal growth and feel empowered to make a positive impact in the world around them

| Opportunities for Innovation                               | Agency (empowered) | Community Connections  |  |  |
|--|--------------------|--|--|--|
| Digital Technologies<br>Technological innovations on texts | Learning Gods      | Local environments Interacting with local community experts Leadership Excursions for Year 6s Gala Day |  |  |

|           | English  |  |   |   |   |  |  |  |  |
|-----------|--|--|---|---|---|--|--|--|--|
| Week      | Grammar<br>VCOP/<br>Spelling   | Writing  | Reading & Viewing   | Mathematics   | Guided Inquiry  | Wellbeing/<br>Cybersafety  | Leadership   | Assessment &<br>Portfolio Tasks                    | Special<br>Considerations                                    |
| 1<br>28/1 | VCOP<br>introduction   | Acknowledgement of<br>Country<br>Learning Goals                        | Choosing texts<br>Set reading goals and<br>expectation of<br>reading conference | <b>Mathematical Mindset</b><br>What makes a good mathematician?   | Immersion   | Topic 1: Emotional Literacy- Recognising positive and negative emotions (ZONES) Cyber Safety User Agreement & Incursion Revisit Class Expectations | Brainstorming in teams                                   | Phonogram Write<br>SS: Wellbeing - Berry<br>Street | 28/1-29/1<br>Curriculum Days<br>30/1 Students<br>Begin       |
| 2<br>3/2  | Connectives:<br>Give Order &<br>Emphasise                                | Analysing Author's<br>Purpose and Style<br>Cold Write:<br>The Accident | Author's purpose<br>Comparing and<br>contrasting                                | Place Value Recognising, representing and ordering numbers (expansion, index notation)  | How do places,<br>people and cultures<br>differ across the<br>world?            | <b>Topic 1:</b> Emotional<br>Literacy- Learning<br>Pit   | What makes a<br>great leader?                            | W: Cold Write recount<br>Morrison McCall Test 1    |  |
| 3<br>10/2 | Morphology   | Text Structure and   | Making connections  | <b>Space</b><br>Shape and Geometric Reasoning   | How do places,<br>people and cultures<br>differ across the<br>world?            | Cyber Safety Day   | Team building<br>and investigating<br>community          | PROBES   | 12/2 Cyber Safety<br>Day<br>14/4 Senior<br>Swimming Carnival |
| 4<br>17/2 | Plan for<br>Success<br>Syntax and<br>clauses<br>Begin Weekly<br>Spelling | Planning Persuasive Writing Persuasive Big Write                       | Subjective and objective opinions   | Place Value Properties of numbers (Factors, multiples, prime, composite, square, powers of 10)                                    | How do people's<br>connections to<br>places affect their<br>perception of them? | <b>Topic 1:</b> Emotional<br>Literacy- Roller<br>Coaster of Emotions   | Brainstorming<br>and refining a<br>community focus       | PROBES   | 22/2 Twilight Sports   |
| 5<br>24/2 | Etymology and plurals  | <b>Narrative</b> Planning for success and Exciting Endings             | Subjective and objective opinions   | Place Value Fractions, decimals and percentages (Representing, ordering and converting, connections with financial - percentages) | How do people's<br>connections to<br>places affect their<br>perception of them? | Topic 1: Emotional<br>Literacy- How to<br>access Let's Talk  | Researching and<br>surveying<br>creating Action<br>Plans | R: Mentor Text<br>Thinking Routine                 |  |
| 6<br>3/3  | Expansion<br>before and<br>after the noun<br>Adjective Order             | <b>Narrative</b> Working through the writing process                   | Making Literal<br>Inferences  | <b>Measurement</b><br>Timetables and elapsed time   | How do people and<br>environments<br>influence one<br>another?                  | <b>Topic 4:</b> Problem Solving - dealing with situations  | Creating Action<br>Plans                                 | CW: Narrative<br>M: Measurement                    | Grip Leadership<br>Conference 4/3                            |

| 7<br>10/3  | Adverbial<br>phrases     | NAPLAN  |  | <b>Statistics</b> Data collection and analysis                 | How do people and environments influence one another?                  | <b>Topic 7:</b> Gender<br>Identity- Gender<br>Norms: Born or<br>made | Implementing the<br>Plan    | <b>M:</b> EA Addition and<br>Subtraction<br><b>NAPLAN</b> | 10/3 Labour Day<br>11/3 Curriculum Day<br>12/3 NAPLAN |
|------------|--------------------------|---|--|--|--|--|-----------------------------|---|---|
| 8<br>17/3  | Complex sentences        | Publishing using<br>digital media<br>Using a range of                 | Reading and<br>Interpreting<br>Non-fiction   | <b>Measurement</b> Converting units of measurement             | What is the impact<br>of natural disasters<br>on people and<br>places? | <b>Topic 7:</b> Gender<br>Identity- Gender<br>Norms                  | Implementing the<br>Plan    | NAPLAN  | Three Way<br>Conferences                              |
| 9<br>24/3  | Complex<br>sentences     | software, editing<br>and place visual,<br>print and audio<br>elements | Reading and<br>Interpreting<br>Non-fiction   | Patterns and Algebra   | Preparation for presentations  | Topic 5: Stress<br>Management-<br>Managing Stress                    | Implementing the<br>Plan    | <b>W:</b> Three Way<br>Conference Scripts                 |   |
| 10<br>31/3 | Grammar Grid<br>Revision | Sharing Literature  | Technological innovations on texts over time | (Continuing and creating patterns with fractions and decimals) | Geography<br>Extravaganza  | <b>Gratitude</b> :<br>Reflecting and<br>celebrating                  | Feedback on progress so far | GI/S&L: Geography<br>Extravaganza                         | 3/4 Summer Gala<br>Day                                |