

Term 4 Week 9, 10 & 11	Unit of Inquiry: Civics and Citizenship	Co-Curricular Learning Experiences, Events & Important Dates
Teachers <i>Caroline Bowler (6B)</i> <i>Grace Hulls (6H)</i> <i>Lindy McManus (6M)</i>	Big Question What does it take to create a successful business? Lines of Inquiry Health <ul style="list-style-type: none">What are some preventative health strategies that promote health, safety and wellbeing for individuals and their communities?What are some community resources that assist the health, safety and wellbeing of individuals?How does the media influence personal attitudes, beliefs, decisions and behaviours?How do members of the community influence personal attitudes, beliefs, decisions and behaviours? Economics <ul style="list-style-type: none">How and why do people work?What factors may affect work in the future?Why are there trade-offs associated with making decisions?What are the possible effects of my consumer and financial choices?Why do businesses exist and what are the different ways they provide goods and services? Key Concepts Health <ul style="list-style-type: none">Social, emotional and physical healthCommunity servicesMedia influenceCommunity influenceBeliefs/decisions/behaviours Economics <ul style="list-style-type: none">BudgetConsumerNeeds/wantsGoods/servicesEmploymentProfitEntrepreneur Unit vocabulary – cost, resources, economy, customer, consumer, enterprise, profitable	Monday 27 th November – Whole School Photo Tuesday 28 th November – Year 6 Reach Transition Workshop Wednesday 29 th November – Melbourne United Visit Thursday 30 th November – Prep Concert Friday 1 st December – Curriculum Day Friday 8 th December – Year 6 Market Stall 9am – 10:30 Tuesday 12 th December – Statewide Transition (Year 6) Wednesday 13 th December – Year 6 Bike Hike Thursday 14 th December – Year 6 Graduation – students arrive at 5.15 for a 6.30 start Monday 18 th December <ul style="list-style-type: none">Carols at 2.30Memory Book Open Afternoon – 3.30 - 4.30 Tuesday 19 th December – Year 6 Beach Day Wednesday 20 th December <ul style="list-style-type: none">Final assembly at 9.30amLast day of term
Capabilities	Learning Area Focus Health Being healthy, safe and active <ul style="list-style-type: none">Explore how identities are influenced by people and places (VCHPEP105)Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)	

	<p>Communicating and Interacting for Health and Wellbeing</p> <ul style="list-style-type: none">Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (VCHPEP111) <p>Business and Economics</p> <p>Resource Allocation and Making Choices</p> <ul style="list-style-type: none">Describe the difference between needs and wants and explain why choices need to be made (VCEBR001)Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs (VCEBR002) <p>Consumer and Financial Literacy</p> <ul style="list-style-type: none">Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices (VCEBC004)Consider the effect that the consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment (VCEBC005) <p>The Business Environment</p> <ul style="list-style-type: none">Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services (VCEBB006) <p>Enterprising Behaviours and Capabilities</p> <ul style="list-style-type: none">Investigate the nature and explain the importance of enterprising behaviours and capabilities (VCEBN009) <p>Economic and Business Reasoning and Interpretation</p> <ul style="list-style-type: none">Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event (VCEBE010)	
Subject Learning Intentions (With links to the Victorian Curriculum)		Specialist Classes Learning Intentions
<p>MATHEMATICS</p> <p>Number and Algebra – revision of concepts taught across the Year</p> <p>Measurement and Geometry</p> <p>Convert between units of time (VCMMG167)</p> <p>Use am and pm notation and solve simple time problems (VCMMG168)</p> <p>Compare 12- and 24-hour time systems and convert between them (VCMMG197)</p> <p>Interpret and use timetables (VCMMG226)</p> <p>Reading</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)</p> <p>Identify, describe and discuss similarities and differences between texts, including those by the same author or illustrator and evaluate characteristics that define an author’s individual style (VCELT343)</p> <p>Analyse strategies authors use to influence readers (VCELY345)</p> <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor influence personal response to different texts (VCELT342)</p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p>		<p>JAPANESE</p> <p>WALT:</p> <ul style="list-style-type: none">Complete ikana for hiragana/ katakana recognitionunderstand how to work out numbers up to 1000create a booklet about family members in JapaneseSpecial person interview with a member of the class asking questions only in JapaneseListen to mystery sensei and try and work out who it is? <p>SC:</p> <p>Improve ikana results</p> <p>5 finger understanding after special person interview</p> <p>Understand who the mystery sensei is</p> <p>Complete booklet about family and understand how to read and write numbers up to 1000.</p> <p>PERFORMING ARTS</p> <p>WALT: explore and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion and un tuned instruments.</p> <p>SC: I will experience and demonstrate changes in musical timbre using my voice and/or instruments</p> <p>I will using different words to describe the timbre in music.</p> <p>I will reflect on my learning for all the music elements I have learnt this term.</p> <p>WALT: understand about form in music using examples include ternary form,</p>

<p><u>Week 9, 10 & 11</u></p> <ul style="list-style-type: none">• Workshop, conference and complete all writing pieces• Decorate Memory Books <p>Spelling/Grammar Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352) Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354) Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>Speaking and Listening <i>Victorian Curriculum and elaborations</i> <i>Learning intention/Success criteria-</i> Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p>Weekly Activities: Working in circles, class discussions, The Resilience Project lessons, class meeting, sharing work, peer discussions, BTN-notetaking and class debating</p>	<p>ostinato, canon, or call and response. SC: I will using different words to describe form in music.</p> <p>I will listen and sing and perform a call and response song using instruments.</p> <p>I will reflect on my learning for all the music elements I have learnt this term.</p> <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none">• Apply throwing and catching skills to games• Demonstrate sportsmanship• Apply strategy in games <p>Tabloid sports events . prepare and deliver training sessions for prep or other year levels</p> <p>VISUAL ART</p> <p>WALT: prepare our artworks for display at graduation SC: I can write an artist’s statement about my self portrait</p>
Assessment & Reflection	
<p>Evaluation and streamlining based on Essential Assessment Data</p> <p>Ongoing collection and assessment of student writing samples</p> <p>Students provide and receive constructive peer feedback</p> <p>Students track learning SMART goal progress</p>	