INQUIRY

INQUIRY UNIT:

Where We Are in Place and Time: How do global problems impact Australia?

Real World Problem:
Your political party will be responsible to determine the appropriate response to a global issue that will ultimately provide relief to the affected areas, whilst protecting Australia’s interests.

LINE OF INQUIRY:

Learning Intention: We are learning to identify the impacts and implications of global problems on Australia and how to facilitate the process of an appropriate response.

Essential Questions:
What are examples of global problems?
How is each country’s response to a global problem decided?
Who leads the response to a global problem?
How do countries become affected by global problems?
Can countries reduce the impact of global problems in their own country?

Skills Attained:
Researching and discussion events in a critical and solutions based manner.
Planning and implementing various aide response to global problems.
Working collaboratively with other stakeholders of a global problem to implement a solution.
Plan for and bring about global developments whilst considering potential impacts on their own country.

ENGLISH:

READING:

Students will continue to build their comprehension skills, explore a variety of texts and conduct rich authentic discussions in the forum of book clubs. During these sessions, students will engage with their peers in robust discussions to demonstrate their thinking and justify their opinions by citing evidence from the text. Students will be required to reflect on the skills that they have developed across this year and those previously at Rowville to help them gather their evidence.

Bookclub goals:
- Students will discuss a mutual text to explore and challenge each other’s thinking.
- Students will be required to learn that they are accountable to the others in their group and meaningful discussion can only be facilitated with everyone meeting the expectations outlined by the group.
- Students will interrogate the various devices used by authors that determine character make up and development and how tone and mood are influenced.
through the various events of the text.

WRITING:
Students will commence work on writing an autobiography that will encapsulate their time from prep and culminating in their completion of Year 6. They will present their work in the form of either a physical written document or a digital presentation. Students will also complete a narrative picture storybook that will require them to incorporate the structural components of a narrative that will be supported with engaging illustrations.

Autobiography/Memoir writing:
- Students will understand that the process needs to flow in a chronological order.
- Highlights key events in the individual’s life, strong memories that have shaped their story.
- Students will complete the writing process to ensure their autobiography is well written and a published work that will remain as a memento to their time at Primary School.
- They will be challenged to use new vocabulary that gives a more vivid recount of the events being discussed.

WORD STUDY:
Students will continue their individual progress on mastering the Oxford Word lists. In addition to his individual work students will work collaborative through specified spelling blends, medial patterns and terminal sounds. Students will create an individual word list at the conclusion of a spelling test that they will study for the week at both school and home.

Prefixes and Suffixes:
- Students will investigate the origin of different prefixes and suffixes.
- The will learn how the various prefixes and suffixes change the meaning of the root word and improve their vocabulary in the process.
- Students will be challenged to find meaningful examples within texts and use them in their own writing.

MATHEMATICS:
In Term 4, students will complete a knowledge audit on the concepts of Financial Mathematics, Patterns and Algebra, Location and Transformation, Volume and Capacity and Chance to identify misconceptions and to allow for targeted instruction. Students will continue to develop their knowledge of the 4 operations in conjunction with these units. At the conclusion of each unit students will complete a performance task that will demonstrate their increased understanding of the unit investigated.

Number and Algebra:
- Students will build their knowledge of the concepts of financial mathematics during the class earn and learn program. They will construct budgets and carry out simple calculations involving percentage discounts of prices during sales.
- They will investigate and create patterns and sequences using whole numbers, fractions and decimals.
- Explore the use of brackets as a means of ordering the operations in equations.

**Measurement and Geometry**
- Convert between common metric measurements of volume and capacity.
- Investigate the translations, reflections and rotations with and without the use of digital technologies.
- Introduce the Cartesian coordinate system using all four quadrants.

**Statistics and Probability:**
- Conduct chance experiments with both small and large number trials using appropriate digital technologies.

**VISUAL ARTS:**
In Term 4 in Visual Arts students in year 6 will be introduced to the basic elements of art (colour, line, shape, form and texture) and to show students how artists use these elements in different ways in their work. In the term, students will answer questions as they look carefully at paintings and sculpture to identify the elements and analyse how they are used by different artists. Students will briefly be introduced to the principles of art in term 4, as this will focus on preparation for high school art and terminology. Students will also take this knowledge to design and create a major piece of artwork of their choice and media to take home defining their time at primary school.

There will be an emphasis placed on further developing any of their skills that they choose to use in their artwork, so it is a good reflection of their style. They will document their thinking in their artist’s journals using art-appropriate language to discuss their choices: demonstrating knowledge of what has influenced their own art work. Students will reflect on their own artwork in self-assessment and identify areas of strength and weakness so that they can continue developing their skills.

**PERFORMING ARTS:**
In Term 4, the Performing Arts program will provide a means for self-expression, a mode of communication and develops both individual and group skills, physically and creatively. It aims to integrate the art forms of music, drama and dance so that all students are encouraged to participate and extend their learning in the Arts through achieving enjoyment and success. This will see the program culminate in the school’s Christmas Concert in the final week of term to celebrate the students achievements.
PHYSICAL EDUCATION:
During term 4 students will develop complex skills in different sports such as hockey, lacrosse and handball. Students will apply common game strategies and use decision making and problem solving in game play.

The students will also design and create a game to be played by others. In this unit students will explain the game purpose, organisation, equipment, movement, rules and scoring.

Year 6 students will participate in the District Summer Round Robin day 2 on October 16th.

Year 6 students will be given the opportunity to participate in the Rowville Primary School Beyond Boundaries Adventure Program at Camp Wilkin from November 9th to November 13th.

ITALIAN (LOTE):
In Term 4 the students in Year 6 will continue with the online program, Language Perfect. They will continue to set goals and work towards achieving them and will be encouraged to explore new lists and the new module, Languages in Action which uses the list words they have learnt in other forms such as writing and reading comprehension and requires them to use sentences and phrases.

STUDENT REFLECTIONS/LEARNING GOALS:
Student Reflections:
Students will complete whole class reflections at the completion of each lesson to actively discuss the learning that has taken place and to listen to the interpretations of the learning by their peers. Students will also complete ongoing reading reflections within their Reading Reflection Journals in order to demonstrate their thinking about a text and give evidence that makes thinking more visible.

Learning Goals:
Students will have individual learning goals across the areas of literacy and numeracy in addition to a personal learning goal. Students will conference with their teacher on a regular basis to measure their progress towards the attainment of these goals. Once a goal has been achieved, the teacher and student will collaborate to develop a new goal. Students will continue to work on the goals they have been working towards during the completion of Term 3 as their starting point for Term 4.
INTERVENTION:
Students requiring support for their learning will have very explicit goals identified through the use of pre and post testing of various units of work. This will enable the teaching staff to formalise a target specific learning plan based on the individual needs of the students. Parents will be informed should their child be placed on an individual learning plan and will be guided on what support they can offer to support the program to ensure progression of a student’s learning.

EXTENSION/ENRICHMENT:
Students identified, as high-performing students will have very target specific goals to extend their learning when they are deemed to be work above their expected level. These students will have their progress measured through the use of pre and post assessments. Parents will be informed should their child be placed on an individual learning plan and will be guided on what support they can offer to support the program to ensure the continued progression of a student’s learning.

IMPORTANT DATES:

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<tr>
<th>Term 4</th>
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<tr>
<td>FORPS Disco</td>
<td>Friday, October 23rd</td>
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<td>Level 5 Swimming</td>
<td>Monday, October 19th – Friday, October 30th</td>
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<td>Melbourne Cup Holiday</td>
<td>Tuesday, November 3rd</td>
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<td>Grade Swap Day</td>
<td>Tuesday, December 8th</td>
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<td>Christmas Concert</td>
<td>Monday, December 14th</td>
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<td>Level 2-5 Fun Swim Sessions</td>
<td>Monday, December 14th – Wednesday, December 16th</td>
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<td>Graduation</td>
<td>Wednesday, December 16th</td>
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<td>Last day of term 4 – 2:30 finish</td>
<td>Friday, December 18th</td>
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**Beyond Boundaries**

**Junior School**
- Foundation: Myuna Farm: Wednesday, November 11th
- Level 1: Werribee Open Range Zoo: Thursday, November 12th
- Level 2: Enchanted Adventure Garden: Thursday, November 12th

**Middle School**
- Level 3: Camp Rumbug: Wednesday, November 11th – Friday, November 13th
- Level 4: Camp Rumbug: Monday, November 9th – Wednesday, November 11th
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<thead>
<tr>
<th>Senior School</th>
<th>Monday, November 9(^{th}) – Friday, November 13(^{th})</th>
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<tr>
<td>Level 5: Coonawarra Farm Resort</td>
<td>Monday, November 9(^{th}) – Friday, November 13(^{th})</td>
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<td>Level 6: Camp Wilkin</td>
<td>Monday, November 9(^{th}) – Friday, November 13(^{th})</td>
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