

# KYNETON PRIMARY SCHOOL

## Grade 5/6 Term 1 2017 Overview



### ENGLISH

- A range of imaginative, informative and persuasive types of texts such as narratives, expositions and recounts.
- Punctuation and grammar
- Students will learn to engage with a variety of texts for enjoyment. They will listen to, read, view, interpret and evaluate spoken, written and multimodal texts. Students will develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.
- Students will gain an understanding of when it is appropriate to share feelings and opinions (for example in a personal recount) and when it is appropriate to remain more objective (for example in a factual recount).

### MATHEMATICS

Some of the concepts we will explore this term will be;

- Automatic number recall through daily 'Octable' challenges to build automatic recall of multiplication facts -students can practise at home.
- Identify and describe factors and multiples
- Recognise, represent and order numbers to hundreds of thousands
- Use estimation and rounding to check the reasonableness of answers to calculations
- Solve simple problems using addition and subtraction using a range of strategies including digital technology
- Identify and describe properties of prime, composite, square and triangular numbers
- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations.

### HUMANITIES/SCIENCE

Our unit of inquiry this term is derived from MAPPEN which is our whole school Humanities curriculum.

'Ethics and Emotions'

\*Please turnover to see the MAPPEN overview

### PERSONAL & SOCIAL CAPABILITY

Our focus this term is about 'Core Values'. Students will participate and discuss areas regarding;

- Acting fairly, honestly and responsibly
- Support, kindness and compassion
- Cooperating for world peace
- Respect

**Bounce Back is an acronym that forms the key principles underpinning the coping statements.**

**B**-Bad times don't last.

**O**-Other people can help if you talk to them

**U**-Unhelpful thinking makes you more upset

**N**-Nobody is perfect-not you and not others

**C**-Concentrate on the positives

**E**-Everybody experiences sadness, hurt, failure and rejection

**B**-Blame fairly

**A**-Accept what cant be changed

**C**-Catastrophising exaggerates your worries.

**K**-Keep things in perspective.

# ***MAPPEN Years 5 & 6 Ethics and Emotions – Impact of Identity***

## **Overview**

Students track their emotions and consider ethical dilemmas during this unit. They experience new things and learn about social, emotional and physical challenges during adolescence.

## **Concept Phrase**

Impact of Identity

## **Rationale**

- By tracking my emotions, considering ethical dilemmas and experiencing new things I can better understand who I am.

## **Investigation Info**

- Physical, social and emotional changes during adolescence
  - Ethical dilemmas
  - New experiences

## **Essential Questions**

- What are the social, emotional and physical challenges experienced during adolescence?
- How can the social, emotional and physical challenges experienced during adolescence be managed?
- What are ethical dilemmas and ethical principles?

## **Future Action**

- Students will have a greater capacity to maintain their equilibrium throughout puberty. They will have a range of coping strategies as they move into secondary education. Students will have a repertoire of strategies that support the maintenance of their sense of self-worth and wellbeing.

## **Glossary**

- adolescents, barometer, crossword, dilemma, emotional, emotions, empathy, ethics, harm minimisation, identity, introspective, meditation, motivation, physical, puberty, reflection, resilience, responsibility, risk-taking behaviour, self-reflection, social, Sudoku, yoga