



# 2021 TERM 3 OVERVIEW YEAR 4/5 POTTER

## THE GLOBAL GOALS

### Civics and Citizenship

*How people with shared beliefs and values work together to achieve a civic goal?*

Students will continue to explore the Global Goals for Sustainable develop. They will examine how people use social media to share and discuss ideas about how people can work together as local, regional and global citizens(for example, as communities for a local environmental issue or project).

### Geography : South America

Students' mental map of the world will expands to South America and their main countries and characteristics (space, place, environment).

Students will:

- use geographical tools (for example, a globe, a wall map or digital application such as Google Earth) to identify the major countries of South America and their relative locations
- research the main types of natural vegetation and native animals in a climate zone in Australia, and comparing them with those found in a similar climate in South America.
- use a printed or electronic atlas to identify the main characteristics of the continent of South America (for example, topographic features, environments, cities).



### Health

*Keeping Safe Curriculum Focus Area 3: Recognising and reporting abuse*

This Focus Area is covered carefully according to students' developmental level. Children learn to recognise different forms of abuse, eg neglect, physical, emotional, sexual, domestic and family violence and gender inequality. Younger children explore appropriate and inappropriate touch, privacy, parts of the body, secrets that are safe to keep and secrets that need to be told. Older students use critical literacy skills to analyse popular media and social culture, explore issues relating to cyber safety and cyberbullying, and learn problem-solving strategies.

### History

*'How significant was the Gold Rush in shaping Australia as a colony?'*

Students will investigate the historical discovery of Australia's Gold Rush period, from the mid-to-late 1800's Ideas include the discovery of gold, mining lifestyle, wealth and success, social consequences, and how these shaped the Australia we live in today.

**Inquiry Skills:**

- Questioning - discussing how an investigation about the past is guided by questions at different stages, including 'Why is that important now?'
- Researching - Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.
- Analysing - identifying differing viewpoints and considering their related ethical implications when discussing the past.
- Evaluating and Reflecting - explaining how seeking resources is connected to colonisation
- Communicating - using accurate and subject-appropriate terms when speaking, writing and illustrating

### French with Ms Yvette

Students will create an artwork and a description of the Eiffel Tower on Bastille day. Students will learn vocabulary and grammar structures required to describe their transport collage in the style of the French artist Fernand Léger.



### Reading and Comprehension

**Read to self** - Students will use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts. A strong focus will be on 'questioning, and wonderings'. Students will pose and answer questions that clarify meaning and examine points of view.

**Shared Reading:** Mr Bamuckles the Remarkables: Fight Back (no.2)

**Listening:** Squiz Kids podcast (daily news), Behind the News (BTN).

**Mentor texts:** The Rabbits by John Marsden, My Place by Nadia Wheatley & Donna Rawlins, Sir Cumference and the Great Knight of Angleland by Cindy Neuschwander.

### English

**Genre Writing:** Poetry and Continuing Information report  
**Grammar/language features** to continue to develop and support students skills of writing information reports:

- relating verbs to define and build description, classify
- action verbs: activities/behaviours
- simple present tense
- general and technical nouns
- nouns groups: factual, classifying adjectives
- adjectival phrases and clauses to add details to noun groups
- declarative statements.
- Process, participant and circumstance (sentence Structure).
- **poetry:** figurative language such as similes, idioms, metaphor and personification.

### Spelling

Students will understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations. As well as recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example 'builder' and 'animal'

### Mathematics

DFE Unit 7

**Shape. Location, Transformation and Angles.**

In this unit, students connect 3 dimensional objects with their 2 dimensional representations. They describe transformations of 2 dimensional shapes and identify line and rotational symmetry. Students use grid reference system to locate landmarks. They measure and construct different angles.

**Measurement: Time**

- Convert between units of time.
- Use 'am' and 'pm' notation and solve simple time problems.
- Compare 12- and 24-hour time systems and convert between them.

Weekly routines include:

- Number talks
- Multiplication and division practise
- Maths 300 investigations and problem solving tasks.

### Science - with Alice Rawsthorn

Students will use models to investigate astronomical scales in the solar system. They will understand that Earth is one component within a solar system and that there are similarities and differences between the planets of the solar system.



### Physical Education - with Mr Peter Aka