Stage 3 Curriculum Overview – Term 1, 2024

English

Understanding Texts

Students will develop skills in the following areas in order to understand texts.

- Oral language and communication
- Vocabulary
- Reading comprehension
- Understanding and responding to literature

Through whole class, guided and individual reading activities, students will read and view imaginative, informative and persuasive writing and make connections between texts and their own experiences. They will develop skills, strategies and knowledge of text structures, comprehension strategies, grammar, punctuation, word usage and vocabulary, during explicit lessons.

Creating Texts

Students will develop skills in the following areas in order to create texts:

- Oral language and communication
- Vocabulary
- Creating written texts
- Spelling
- Handwriting and digital transcription
- Understanding and responding to literature

Students will create a range of texts on familiar topics by brainstorming, planning, proofreading and editing their own writing. Grammatical features and conventions of punctuation will be taught in directed lessons and integrated to writing lessons. There will be a continued focus on sentence structure, nouns, adjectives, verbs, adverbs, types of sentences and creative language features.

Students will engage in 2 units (5 weeks per unit) aimed at applying their literacy skills, supported by quality texts.

Focus concepts for Year 5 are:

Narrative – Students will explore the mentor concept of 'narrative' and the supporting concept of 'characterisation' through a deep analysis of the text *The Wild Robot* and the animation *Origins*. Throughout the unit, students will develop a deeper understanding of how patterns in narratives set up expectations and notice when those patterns are subverted. Students will apply their knowledge to create their own science-fiction narratives.

Genre – Students will learn about the textual concept of genre. They will examine and experiment with texts that cross genres. For example, informative texts that entertain, persuade and inform. Students will have the opportunity to create their own texts for different purposes that do not follow the form and function of a single genre. They will use the text, *Bright New World*, and the supporting text, *Dry to Dry*, as a stimulus for writing informative and entertaining texts. Students will enhance their written texts by selecting appropriate multimodal features, including illustrations, maps, graphs and audio.

Focus concepts for Year 6 are:

Narrative – Students will learn how authors create engaging narratives through the development of descriptive settings, characters and developing action. They will identify common narrative conventions and patterns and recognise when these patterns are subverted. Students will make connections to *Storm Boy* through their own personal and common lived experiences and write a sequel to the narrative.

Genre – Students will explore how a significant historical event can be portrayed through different genres. Students will engage with various texts that describe the *Wave Hill Walk-Off* under the leadership of Vincent Lingiari, and consider the context and perspective of each of the authors in creating their text. Students will draw on this knowledge to create their own hybrid text about a significant Aboriginal or Torres Strait Islander person.

Spelling – Stage 3 will be using the Sound Waves Spelling program to support the teaching of spelling and phonics. Sound Waves Spelling aligns with the New South Wales Curriculum and current scientific evidence on how students best learn to spell and read.
Students are gradually taught a range of skills and strategies that promote a deeper understanding of words and how they work. More information can be found at:
https://www.fireflyeducation.com.au/downloads/Sound_Waves_Spelling_Years_1-6_Letter_to_Parents.pdf

Handwriting and digital transcription lessons will focus on students sustaining a legible, fluent and automatic handwriting style. Students will be learning to navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols.

Oral language and communication skills are embedded into all areas of daily and weekly routines. This includes active listening to teachers, peers and media, participation in class discussions, working co-operatively during collaborative learning time, following instructions and presenting projects to peers.

Library: will be taught by our specialist Teacher-Librarians **Mrs Brown & Mrs Daffas.**

Students in **Kindergarten to Year 4** require a library bag clearly labelled when borrowing in order to protect our books from damage or loss. **Senior students** may borrow without a library bag. The borrowed book should be returned the following week but can be reborrowed if the student has not had the chance to finish it. This process ensures all students the opportunity to borrow those books in high demand. Please note the student will not be able to borrow another book if the previous book has not been returned. If a library book is lost or damaged then the borrower is required to pay for the book so that the book can be replaced.

Stage 3 students may borrow up to 4 books. Year 6 may also borrow from the Youth section.

Stage 3 students will describe how an author uses visual literacy to convey a message, mood or atmosphere. They will use the school's electronic library catalogue (Oliver) to locate specific resources in the library. All students will also be encouraged to complete the Premiers' Reading Challenge.

Classes will visit the library for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
			Senior Qatar Senior Tuvalu Senior Cuba Senior `Spain	Senior Malta

Glossary of English syllabus terms
Automaticity - the fast, accurate and effortless word recognition that comes with practise.
Blend - the act of synthesising phonemes smoothly from left to right, to read words.
CVC – words made up of a consonant-vowel-consonant eg cat
Decodable - texts that are made up of grapheme–phoneme correspondences (GPCs) that students have learnt. These texts are used by beginning readers to practise segmenting and blending skills to read words, quickly and effortlessly.
Decode - a process of efficient word recognition in which readers use knowledge of the relationship between letters (graphemes) and sounds (phonemes) to work out how to say and read written words.

Digraph - two graphemes used to represent one phoneme.
- consonant digraphs – sh, ck, th
- split digraphs – a-e, i-e, o-e

vowel digraphs – ee, oo, ea

Fluency - reading, speaking, encoding and spelling with appropriate pace and accuracy.

Fluent reading - the act of identifying words accurately, effortlessly, at a contextually appropriate rate, and with phrasing and expression that reflects the meaning of the passage.

Grapheme - the smallest unit of writing used to represent one phoneme. A letter or combination of letters corresponding to or representing a single phoneme. Examples include:
- the f in frog
- the ph in phone

the gh in cough

Intonation - the pattern or melody of pitch changes in connected speech when reading aloud, especially the pitch pattern of a sentence.

Multisyllabic - words of 2 or more syllables.

Phoneme - the smallest unit of speech. Examples include:
- cat has 3 phonemes: c/a/t
- truck has 4 phonemes: t/r/u/ck

Prosody - reading with expression using correct phrasing, intonation and attention to punctuation.

Segment - the act of separating a spoken word into its syllables and/or phonemes.

Show Don't Tell Strategy - a narrative technique that allows the reader to experience events in the story through actions, speech, subtext, thoughts, senses and feelings, rather than through exposition. *Show, don't tell*, requires readers to ask questions and make inferences, allowing for a more engaging reading experience.

Split digraph - two graphemes that are split by a consonant to represent a long vowel phoneme.
Examples include:
- a-e in cake
- i-e in side
- o-e in rope

Syllable - a unit of sound within a word that contains a vowel phoneme and feels like one 'beat'.
eg. a word with 3 syllables is won-der-ful

Tier 2 vocabulary - general academic words that can be used across a variety of domains. They are of high utility for mature language users and are commonly used in written language. Tier 2 words add power and precision to written and spoken language but many Tier 2 words are most commonly found in written language.
eg. contradict, precede, stale, awful, snuggle

Tier 3 vocabulary - words that are used rarely (low frequency) and only in highly specific situations, eg. decibel, cataclysm, atom, etc.

Mathematics

Our goal is to foster a positive learning environment for students and a real connection and sense that Mathematics will be important in their future world. Concepts will be covered in the content strands of:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The five Mathematics groups are fluid and flexible where students can move between groups throughout the year at the teachers' discretion. Students will engage in fortnightly units, each with a key idea or question. Through a connectionist approach, students will engage in a daily warm up activity, consolidation of previous learning, and opportunities to practice new content. In Term 1, students will explore the following ideas:

- The number system extends infinitely to very large and very small numbers
- Addition and subtraction problems can be solved using a variety of strategies
- What needs to be measured determines the unit of measurement
- Fractions represent multiple ideas and can be represented in different ways
- Questions can be asked and answered by collecting and interpreting data

Teaching and learning activities focus on students asking questions and using known facts, objects, diagrams and technology to explore mathematical problems and develop mathematical fluency. They will link mathematical ideas and use appropriate language and diagrams to explain specific strategies. Students develop skills in Working Mathematically through questioning, applying strategies, communicating, reasoning and reflecting. Each student will use their Treasure Box, which contains a variety of resources to support the Mathematics program.

Mangahigh is an online learning program for students in Stage 3. Homework is differentiated to cater to all mathematical abilities. Please ensure that there is a consistent routine in completing the activities set for your child.

Glossary of Mathematics syllabus terms
Compensation strategy - adding a number to one and subtracting it from the other later on to ensure that the balance remains the same. The compensation strategy makes it easy to solve complex addition, subtraction, multiplication, and division problems. eg. 37 + 19 is the same as 37 + 20 = 57 -1 = 56
Inverse Operations - the operation that reverses the effect of another operation. eg addition and subtraction are inverse operations. When you add 3 to 7 you get 10. If you then subtract 3, you get back to 7. Multiplication and division are inverse operations. When you multiply 6 by 2 you get 12. If you then divide by 2 you get back to 6.
Jump Strategy - a mental calculation method that involves jumping from one number (usually the largest number) either forwards (addition) or backwards (subtraction) to the solution.
Number - refers to the quantity or amount eg 326
Number bonds - combinations (pairs) of numbers that add to a given number, eg. 8 + 2, 6 + 4, and 7 + 3 all bond to form 10.
Number line - a number line is used to represent numbers according to their distance from a point. The representation of a number line can start and end on any number.
Number sentence - number sentence uses numerals and mathematical symbols. A number sentence may be used instead of the word equation. eg. instead of writing 6 apples plus 7 apples equals 13 apples, the number sentence would be 6 + 7 = 13.
Numerals - refers to the symbol or name of a number eg. 0, 1, 2, 3 etc.
Related Denominators - related denominators occur where one denominator is a multiple of the other. eg. The fractions 1/3 & 5/9 have related denominators because 9 is a multiple of 3. Formerly known as common denominators.
Relational Thinking - using fundamental properties of number and operations to transform mathematical expressions, rather than simply calculating an answer by following a prescribed sequence of procedures.
Skip Counting - skip counting is counting forwards or backwards in groups or multiples of a particular number. eg. 5, 10, 15, 20
Unrelated Denominators - unrelated denominators refers to fractions that have different denominators that are not multiples of each other. eg. The fractions 1/2 & 5/9 have unrelated denominators because 2 is not a multiple of 9. Formerly known as uncommon denominators.

NAPLAN (Year 5 Only)

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Year 3, 5, 7 and 9. All students in these year levels are expected to participate in tests for Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

Dates for NAPLAN 2024:

- Wednesday March 13, 2024 - Writing (42 minutes)
- Monday March 18, 2024 - Reading (50 minutes) & Language Conventions (45 minutes)
- Wednesday March 20, 2024 - Numeracy (50 minutes)

Science & Technology

Our goal is for students to initiate, use and apply the processes of Working Scientifically and Working Technologically with a greater level of independence. Our Term 1 Unit, *Use the Force* explores the difference between contact and non-contact forces, as well as different types of energy and how energy is transformed from one form to another. Through the story of the Apollo 11 mission, students are engaged with real-world implications and applications of these scientific concepts. Furthermore, students identify how energy from a variety of sources can be used to generate electricity and how scientific knowledge is used to inform personal and community decisions.

Digital technologies are utilised across all Key Learning Areas. Students have daily access to Chromebooks. This term, we will focus on developing students' research, production and presentation skills.

Stage 2 & Stage 3 classes utilise **Google Classroom** to organise and manage assignments and facilitate collaboration between students and teachers. Weekly homework is also set in Google Classroom.

Computer Science will be taught by our specialist teacher **Mr Wright**

Initially, students will participate in Google's online safety program: *Be Internet Awesome*. The learning outcomes of this program are backed by the NSW and Australian Federal Police and attempts to build the crucial understanding of 'digital footprints' and how we can stay safe while navigating the online world. Specifically, students will explore the implications of sharing digital media, creating and maintaining secure passwords and how to maximise account security by adjusting settings including email notifications and two-step verification.

Students will then use the online learning platform, code.org for the rest of the term. Year 5 students will explore the basics of Sprite Lab and how to create apps, including the management of backgrounds and sprites, and how events can be used to make them interactive. Students in Year 6 will explore the role of physical devices in computing. Using code.org's App Lab, Microsoft MakeCode and the BBC micro:bit, students will develop fun and useful programs that utilise the micro:bit's hardware inputs and outputs.

Classes will visit the Computer Science room for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
Senior Malta Senior Spain	Senior Cuba	Senior Tuvalu		Senior Qatar

Human Society and Its Environment

The *Australian Colonies* is our History unit for Semester 1. This topic provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups in the colonial period. Students examine significant events and people, political and economic developments, social structures and settlement patterns.

This unit will include a two day / one night excursion to Bathurst in Term 1, Week 10 (Thursday April 4 and Friday April 5).

Creative Arts

Visual Arts
Stage 3 students have an exciting term of visual arts ahead. They will be experimenting with different mediums to create a variety of imaginative artworks. Artists in focus are Maria Rivans, contemporary British artist known for her Surrealism meets Pop-Art aesthetic, and Mulga, an Australian street artist known for his use of bright tropical motifs. Students will have the opportunity to experiment with collaging, to create dream-like pieces, and to practise intricate linework and explore bold bright colours.

Drama
Students will be participating in various activities throughout the term where they will be interpreting and conveying dramatic meaning through a variety of texts. Stage 3 students will use the elements of drama and voice skills such as movement, tone, staging and gesture.

Music will be taught by our specialist teacher: **Ms McMahon**

Students will continue to develop their knowledge of musical concepts and notation. They will play and move to a range of music styles to demonstrate an awareness of musical concepts, such as beat, rhythm, pitch, dynamics and tempo. They will play a variety of musical instruments such as percussion, Boomwhackers, Sound Shapes and chime bars.

Year 5 will be focusing on electronic music, exploring concepts such as drums, bass, chords and melodies. They will use an online platform to create their own sounds.

Year 6 will be focusing on the science of sound and how the instruments produce their sound. They will be exploring instruments from the percussion, string and woodwind families. Students will then design their own instrument and print it using a 3D printer.

Classes will visit the Music room for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
		Senior Tuvalu	Senior Cuba Senior Spain	Senior Malta Senior Qatar

Personal Development / Health / Physical Education

PD / Health
The unit *This is Me* involves students examining how identity and behaviour are influenced by people, places and the media. Students will practise skills to establish and manage relationships, evaluate the impact of empathy, inclusion and respect on themselves and others, as well as participate in mindfulness meditation sessions from Smiling Minds.

Students will participate in lessons focused on the Mosman Behaviour Code (MBC). These lessons explicitly teach the school-wide behaviour expectations and will enable students to develop a deep understanding of the MBC.

Peer Support
The Peer Support Program provides a fun and engaging environment for students to address social issues, promoting wellbeing, positive relationships, connectedness and a sense of responsibility. Modules are designed to equip students with skills to deal proactively with life experiences.

This year's Peer Support program is ***Living Positively***, which focuses on students becoming more

optimistic by living in harmony with their strengths. Living Positively seeks to provide opportunities for students to identify which areas of life resonate for them and how they can feel happier and more fulfilled by taking advantage of these strengths. Once identified, students will learn the importance of realistic goal setting, perseverance, and positive self-talk. Parents are encouraged to talk to their children about their weekly Peer Support lesson held on Thursdays commencing in Week 3. An overview of the week's focus will be included in the Whaler to help discussions with your child/ren.

Trained Year 6 Peer Support Leaders, supervised by a teacher, facilitate structured activities with multi-aged groups of 8-10 students. Modules consist of 8 x 30 minute sessions, conducted weekly on Thursdays from Week 3 until Week 10.

URSTRONG

Students will be participating in URSTRONG lessons focused on a whole school approach to friendship using a common language. As friendships are the most important relationship to children, it is important to explicitly teach students the skills required for healthy friendships. Students will learn emotional regulation strategies, how to manage conflict with kindness, how to make friends and to deal with common friendship issues.

Students will learn the 4 friendship facts:

- No relationship is perfect;
- Every friendship is different;
- Trust and respect are the two most important qualities in a friendship; and
- Friendships change and that's OK.

Students will use the ***Friend-o-Meter*** to think about how they are feeling in their friendships. They will learn about the ***Friend-o-Cycle*** and how this can be used as a tool when faced with conflict in a healthy friendship. Most importantly, students will learn how to differentiate between a **Friendship Fire** (normal conflict or disagreements) and **Mean on Purpose** (intentional, cruel, designed to be hurtful). They will learn strategies on how to talk it out to put on Friendship Fires.

PE / Sport

Students will participate in Physical Education (PE) on Fridays and will partake in training sessions for the cross-country carnival. This will involve teacher-led warm-ups, stretches, safety discussions, and will aim to familiarise students with the cross-country course.

Sport uniform, suitable running shoes, a school hat and water bottle are required.

Each fortnight, students will participate in a program delivered by external provider: Sports in Schools Australia (SiSA). All programs are designed to maximise participation and development of students at all ability levels. They provide a comprehensive range of age specific equipment for students to use. Students will rotate through 3 different skill-based activities, for the duration of 40 minutes [120 minutes in total].

Students will refine their skills and techniques in gymnastics and athletics to a more advanced level. In gymnastics they will progress to mastering more complex manoeuvres relative to their skill level, such as handstands and tumbling sequences, as well as refining their execution of routines with increased difficulty. Athletics instruction will focus on improving speed, agility and endurance through rigorous training in sprinting, middle distance running and relay events. Additionally, students will develop advanced techniques in field events such as high jump, shot put and discus, honing their ability to generate power and accuracy. Emphasis will be placed on understanding the biomechanics and principles behind each movement, as well as developing strategic thinking and tactical decision making in both individual and team-based competitions. Through collaborative activities and peer feedback, students will continue to strengthen their interpersonal skills and sportsmanship, preparing them for higher levels of athletic performance and competition.