

Term 1, 2023 Overview: Pod 1

Wellbeing and Belonging:

Huge focus at the start is setting up the culture and expectations within the class/school. It is really important to do a lot of growth mindset and performance priming early on for these students. Set up clear, fair and reasonable expectations. Give students a voice, making sure they are aware of what is expected of them.

Furthermore, it is important that the students have a sense of ownership and the opportunity to tell me what they expect from me as a teacher. Set up the culture, of learning. Huge focus on effort, participation and the importance of seeking and giving feedback.

Math Overview:

Diagnostic assessment to be done before each new learning cycle. Mental routines and problematised situations to be done each week. Investigations and reverse engineered math tasks to be done also throughout the duration of units. Assessment will be based around the four proficiencies and outcomes for year six. Students will be grouped into Wave 1, 2 and 3 depending on their understanding.

- **Understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **Fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **Problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **Reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Important: (trialled last term, student were really engaged)

We constantly see students who achieve highly in one topic, but then struggle to retain/apply that concept in testing. A huge goal for me is to improve student retention of skills. I want to consolidate student ongoing understanding, each week one numeracy lesson will be solely for recapping prior knowledge. I am hoping by constantly revisiting past learning, student will better be able to apply these skills independently during testing.

Week 1-4 General Number Sense

- Introduce the concept of mental routines and problematised situations.
- Recap and revise on general number strategies including in depth place value revision and positive and negative integers.
- Strong focus on decimals- **PAT!!! NAPLAN HIGHLIGHTED AREA**
- General problem solving and critical thinking.
- Students solve problems involving all four operations with whole numbers. Including decimal, dependant on student development.

Week 5-7 Number and Measurement **PAT AREA!!! NAPLAN HIGHLIGHTED AREA**

- Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.
- They make connections between capacity and volume.
- They solve problems involving length.

Week 8 – Free Week *(in case of extension of units needed etc.)*

Week 9-11 Financial Math/or Fractions dependant on student understanding.

- Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies.
- Students calculate common percentage discounts on sale items.
- They compare the cost of items to make financial decisions.
- Investigate and calculate 'best buys'.

English: Overview:

With my literacy block, I like to keep things moving each day, I find quick short, sharp explicit teaching is effective here. Many mini lessons in the morning, I find this helps with engagement and student are better able to retain. Constantly consolidating and recapping previous topics, taught throughout the week works well here. If you would like to talk about my literacy structure, please don't hesitate to ask. I am a huge applicator of the gradual release model of learning.

Weeks 1-4: General Writing-leading into descriptive.

Weeks 5-8: Narrative Writing

Weeks 9-11: Persuasive Writing

Use Pat and Bright Path Data to develop student skills.

Writing Style: Narrative/Descriptive and Persuasive Writing!

- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language

Writing: Huge push on self-editing and peer corrections.

- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact.
- Sentences and basics conventions of text.
- Student understand how to construct simple, compound and complex sentences.
- Grammar, huge focus on consistent practice.

Reading: Comprehension and guided reading development.

- Assessment to inform teaching.
- Start guided reading, week 4.
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY I723).
- Guided reading: All students, literacy networks.
- Class novel: Misery Guts- Modelled Text for Narrative too. The Green Sheep/Harry potter extracts, modelled texts for descriptive writing.

Vocab/Spelling:

- Whole class phonic screening and testing.
- Using the 4 areas of spelling, Visualisation, Phonological, Morphemic and Etymological to grow individual vocab and spelling techniques.
- Word Walls, Sound of the Week, Words of the Week, Word parts of the week and Spelling rules of the week. Applied into our writing and guided reading, cross subject application, informal/formative teaching opportunities.
- HUGE push on developing student VOCAB and

ICT: Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts.

Make sure students are capable and fluent in using software. Huge focus on formatting and setting up google doc correctly to aid in writing.

Art: We will be looking into colour theory. Different techniques when setting up a piece. Mindset around art. Subjectiveness and what it means in art. Students will begin to develop creative and critical practices and skills. Developing creative practices for using visual conventions, visual arts processes and materials. We will look at famous artists and their works by observing, reflecting on and responding to artworks and practices. We will then create visual pieces in those artist styles.

CPC/Health—‘Make things better, not worse!’

- Section one of the CPC booklet- THE RIGHT TO BE SAFE
- Adolescents and concept of safety
- Early Warning Signs—‘Fight or flight’ response and external signs
- Risk taking and adolescents
- Personal emergencies
- Huge focus on mindfulness.
- Social skills and dealing with issues —HUGE FOCUS ON CONFLICT RESOLUTION
- Catastrophe Scale.

Hass and Science to be taught on Fridays by Ange!