INTEGRATED STUDIES

TOPIC: Gold Fever!

INQUIRY QUESTION: How did the Gold Rush shape Australia’s identity?

Key Learning Area: History/Geography

Understandings:

- Understand that the discovery of Gold in Australia led to the birth of many towns and the growth of this multicultural nation.
- Understand the impact of a significant development on a colony. Eg: The Gold Rush.
- Explore the reasons people migrated to Australia from around the world.
- Understand that Gold had and continues to have an impact on Australia.

Skills:

Your child will:

- Explore the concept of immigration focusing on the Gold Rush Era.
- View photographs of before and after the Gold Rush and compare differences.
- Investigate different aspects of life on the Goldfields (housing, clothing, entertainment, eating, drinking, etc.).
- Design, create and share a presentation about an aspect of life on the Goldfields.
- Record information about what they have learnt using visual and written forms.
- Locate and gather information from a range of sources such as books, internet, experts, etc.
- Label the gold fields on a map of Australia and Victoria.
- Describe the way of life of the people living on the Goldfields.
- Investigate major events that have shaped Australia from the 1850’s (eg: Eureka Stockade).

ENGLISH
READING & VIEWING

Your child will:

- Learn how to research effectively.
- Practise note taking from visual and written text.
- Identify key words within texts.
- Summarise information from various texts.
- Make connections between texts, themselves and the wider world.
- Explain sequences of images in print, explaining their effect on viewers’ interpretations.
- Understand, interpret and experiment with sound devices and imagery.
- Use comprehension strategies to analyse information.
WRITING & WORD STUDY
Your child will:
• Learn how to plan, draft, edit and publish narratives, recounts and information reports.
• Be introduced and exposed to Australian Poetry and explore the authors intention.
• Explore and learn about grammar and punctuation (eg: commas, apostrophes, full stops, quotation, exclamation and question marks).
• Understand how to use banks of known words such as word origins, prefixes and suffixes to learn and spell new words.
• Learn the difference between homophones and homographs.

SPEAKING & LISTENING
Your child will:
• Continue to practise using appropriate tone, pitch, volume and pace when presenting to an audience.
• Investigate how to make presentations engaging for an audience (eg: using graphics and props).
• Be invited to ask clarifying questions about the presentations of others to enhance understanding of ideas presented.

MATHEMATICS
Number and Algebra
Your child will:
• Explore decimals and fractions as numbers which can be compared, ordered and placed on number lines.
• Add and subtract fractions with the same denominator.
• Represent simple ratios as percentages, fractions and decimals.

Measurement & Geometry
Your child will:
• Estimate, measure and calculate area and perimeter of polygons.
• Classify and sort shapes and solids using properties of lines and angles.
• Create 2D representations of 3D shapes (nets).
• Use scaled grids to draw figures to enlarge or reduce.
• Describe how a 2D shape is portrayed when transformed (stamping, folding and rotating).

Statistics and Probability
Your child will:
• Solve probability problems involving simple events.
• Use fractions to assign probability values between 0 and 1.

SOCIAL AND EMOTIONAL LEARNING (SELS)
Your child will:
• Be encouraged to practise positive self talk when completing a variety of activities.
• Work in groups assigning roles and responsibilities amongst one another to complete a variety of tasks.
• Be encouraged to complete a range of tasks with greater independence and identify stages for completion.
PHYSICAL EDUCATION
This term your child will:

• Regularly participate in moderate to vigorous activities, both independently and in groups with the awareness of the characteristics of the physical activity; for example moderate activity is associated with a slight but noticeable increase in heart rate and breathing.
• Perform basic and complex motor skills in a range of games and activities whilst learning gymnastics and dance.
• Evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development.
• Continue to refine and develop their skills for balance, coordination, strength and control.

VISUAL ARTS
This term your child will:

• Use media to create a Goldrush landscape picture and develop their understanding of the art elements of colour, tone and texture.
• Respond to the landscape artworks of the Goldrush Era and discuss what images were typical of that time.
• Complete a painting using Indigenous printing techniques, further developing their understanding of colour and pattern to create their own Dreamtime artwork.
• Reflect on their completed artworks and discuss its mood and feel.