



# Year 5 Term 3 Overview 2024

This overview is subject to change based on school factors and the needs and abilities of the class.

## Religious Education

<b>Religion – Prayer</b>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>○ identify the possible physical, emotional, social, intellectual and spiritual changes that occur as people grow towards adulthood.</li> <li>○ identify that when it is difficult to choose what is good, they can pray for God’s help to guide them.</li> <li>○ explore prayer and recognise that it involves talking and listening to God.</li> <li>○ learn that prayer can be made up and personal, or ones they already know.</li> </ul>
<b>Religion – Confirmation</b>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>○ explore how God gave people the freedom and ability to make choices</li> <li>○ learn that as people grow, they can improve their ability to make choices that reflect love and respect.</li> <li>○ read how Jesus promised to send the Holy Spirit to guide people to make good choices when he had left the earth.</li> <li>○ explore how all people can become filled with the Holy Spirit and be guided through the Sacrament of Confirmation.</li> </ul>

## Western Australian Curriculum

<b>Subject</b>	<b>Key Component</b>
<b>English</b>	<p><b>Speaking &amp; listening</b></p> <p>Students will ...</p> <ul style="list-style-type: none"> <li>○ be given opportunities to express their thoughts and opinions, and present their findings in different forms.</li> <li>○ demonstrate understanding of audio texts.</li> </ul>
	<p><b>Reading &amp; Comprehension</b></p> <p>Students will ...</p> <ul style="list-style-type: none"> <li>○ further develop the comprehension strategies required to understand what we read.</li> <li>○ be provided with learning opportunities using informational texts, related to our HASS units of work, that require researching, analysing and evaluating.</li> <li>○ continue to practise note-taking skills by summarising, using a variety of methods.</li> <li>○ convert their written notes into infographics and concept maps.</li> </ul>
	<p><b>Writing &amp; Creating</b></p> <p>Students will ...</p> <ul style="list-style-type: none"> <li>○ compose persuasive texts to convince others of point of view.</li> <li>○ write informational texts in the form of reports, explanations and descriptions.</li> </ul>
<b>Mathematics</b>	<p><b>Number &amp; Algebra</b></p> <p>MULTIPLICATION AND DIVISION</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>○ solve problems involving multiplication of large numbers by one or two digit numbers using mental and written strategies.</li> <li>○ solve problems involving division by a one digit number with and without remainders.</li> </ul>

	<p><b>Measurement &amp; Geometry</b>  <b>USING UNITS OF MEASUREMENT</b>  Students will....</p> <ul style="list-style-type: none"> <li>○ connect three-dimensional objects with their nets and other two-dimensional representations.</li> <li>○ choose appropriate units of measurement for volume, capacity and mass.</li> </ul> <hr/> <p><b>Statistics &amp; Probability</b>  <b>LOCATION</b>  Students will....</p> <ul style="list-style-type: none"> <li>○ apply a grid reference system to locate landmarks.</li> <li>○ describe routes using landmarks and directional language.</li> </ul> <p><b>CHANCE</b>  Students will ...</p> <ul style="list-style-type: none"> <li>○ list outcomes of chance experiments with equally likely outcomes and represent probabilities of those outcomes using fractions.</li> <li>○ assign probabilities between 0 and 1.</li> </ul>
<p><b>Humanities &amp; Social Sciences</b></p>	<p><b>Economics and Business</b>  <b>NEEDS AND WANTS</b>  Students will:</p> <ul style="list-style-type: none"> <li>○ identify that needs and wants may differ between individuals.</li> <li>○ understand that resources can be natural, human, or capital.</li> <li>○ recognise that water is a valuable resource that needs to be conserved.</li> </ul> <p><b>History</b>  <b>THE SWAN RIVER COLONY</b>  Students will:</p> <ul style="list-style-type: none"> <li>○ know the events, dates and patterns of colonial development of the 1890's.</li> <li>○ discover the stories of significant people and events surrounding the Perth CBD during a guided walking tour of the city.</li> </ul>
<p><b>Design Technologies</b></p>	<p><b>Food Safety</b>  Students will:</p> <ul style="list-style-type: none"> <li>○ identify and apply appropriate food safety and hygiene practices.</li> <li>○ investigate, plan and design healthy lunchbox options.</li> </ul>
<p><b>Health</b></p>	<p><u>WA Curriculum Health Descriptors:</u></p> <ul style="list-style-type: none"> <li>○ Skills and strategies to establish and manage relationships over time, such as: exploring why relationships change, assessing the impact of changing relationships on health and wellbeing, building new friendships, dealing with bullying and harassment. (ACPPS055)</li> <li>○ Ways in which inappropriate emotional responses impact on relationships, such as: loss of trust, fear, loss of respect (ACPPS056)</li> </ul> <p><u>Highway Heroes</u></p> <ul style="list-style-type: none"> <li>○ Module 3: Getting things done; The secrets of staying power and grit.</li> </ul> <p><u>Protective Behaviours</u></p> <ul style="list-style-type: none"> <li>○ Focus Area 2: Relationships</li> <li>○ Topic 3: Power in Relationships</li> <li>○ Topic 4: Trust and networks</li> </ul>
<p><b>Art</b></p>	<p>In Visual Arts this term the children will;</p> <ul style="list-style-type: none"> <li>○ explore artwork from various artists and identify and describe using visual arts elements.</li> <li>○ share their personal responses and feelings about artwork they view and make.</li> </ul>

	<ul style="list-style-type: none"> <li>○ develop their artistic skills through experimentation with shape (convex and concave) and texture (textures created with a variety of tools; materials and techniques; patterning)</li> </ul> <p>Through the Art Elements of Shape and Texture children will;</p> <ul style="list-style-type: none"> <li>○ recognize shapes that include 3D: hexagons, octagons, pentagons.</li> <li>○ recognize shapes can be repeated to explore pattern, contrast, movement and emphasis.</li> <li>○ identify 3D shapes: spheres, cubes and cones, cylinders and pyramids. The shapes can be solid, linear, open or closed. The shapes can be distorted or exaggerated for special affects.</li> <li>○ understand backgrounds can be developed using different textures meeting such as; sky and water; grass and bricks.</li> <li>○ explore scales, spines, fur, hair as implied texture.</li> </ul>
<p><b>Physical Educaiton</b></p> <p>Moving our Body</p>	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control:</p> <ul style="list-style-type: none"> <li>○ Catching and throwing a small ball – underarm and overarm</li> <li>○ Pushing a shot put</li> <li>○ Jumping for distance</li> <li>○ Throwing for distance</li> <li>○ Sprinting on a curve</li> </ul> <p>Linking of fundamental movement skills to specific skills in organized games and sports such as</p> <ul style="list-style-type: none"> <li>○ Throwing a Turbo Jav</li> <li>○ Leaping into Jump’s pit</li> <li>○ Exchanging baton efficiently</li> <li>○ Throwing a small ball effectively and accurately – various distances</li> <li>○ Forceful chest passes to various partners</li> </ul>
<p>Learning Through Movement</p>	<p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>○ Running</li> <li>○ Jumping</li> <li>○ Pushing (shot put)</li> <li>○ Throwing</li> </ul> <p>Maintaining a balanced position when performing a skills e.g. landing safely in Long Jump</p> <p>Movement skills and tactics to achieve outcome: demonstrating movement concepts and strategies e.g. running full speed in Long Jump and when to call “hand” in circular relay.</p> <p>Responsibilities of different roles e.g. player, coach and umpire –use of children’s knowledge to help peers.</p> <p>Ethical behavior and following rules in all games – at school and Interschool.</p> <p>Transfer of skills and prior knowledge to solve movement challenges e.g.– passing a baton from behind to a partner.</p>

<b>Science</b>	This term in Physical Science, the Year 5 students generate questions to explore the properties of light and investigate them through hands-on activities. Using a fair test, they develop claims based on evidence about the variation in height of a shadow.
<b>Italian</b>	<ul style="list-style-type: none"> <li>○ Activities related to the topic of the year (curriculum): My House</li> <li>○ Create confidence in the use of the singular definite (the) and indefinite (a/an) articles</li> <li>○ How to translate the plural of the definite article 'the'</li> <li>○ Use of present tense of some regular and irregular Italian verbs related to the topic</li> <li>○ Use of some prepositions with the appropriate verb or adverb</li> <li>○ Pronunciation and intonation of Italian-specific sounds</li> <li>○ Numbers up to 100</li> <li>○ About Olympic Games game and Father's Day</li> </ul>
<b>Music</b>	<p>Students use the Garage Band Application to Discover ways to manipulate the elements of music to contribute to the overall mood of a piece of music. Specifically, students will create their own suspenseful musical soundscapes using the elements of music appropriately.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>○ Improvise with, and organize the elements of music to create simple compositions</li> <li>○ Communicate and record music ideas using graphic and standard notation, dynamics, and terminology on relevant technology.</li> <li>○ Make responses that identify and describe how the elements of music work together to convey meaning and purpose, using music terminology.</li> </ul>