



Year 5 Term 1 Overview 2024

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

Religious Education

Religion – Church	<p>Students will ...</p> <ul style="list-style-type: none"> ○ explore how communities have rules and leaders that care for all members. ○ learn how Jesus began the Church community and the reasons why it is important to gather in this community. ○ explain how Jesus chose the Apostles as the leaders of the Church. ○ examine the rules the Church has in place which guide people to a strong relationship with God.
Religion – Easter	<p>Students will ...</p> <ul style="list-style-type: none"> ○ explore choices and the impact a choice makes on peoples’ lives. ○ consider the different types of consequences that can come from making a decision. ○ be reminded of the importance of always choosing to follow and celebrate Jesus, especially during Lent and Easter. ○ see how to make choices that follow Jesus’ example and reflect God’s love.

Western Australian Curriculum

Subject	Key Component
English	<p>Speaking & listening</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ discuss and collaborate on topics and current issues. ○ express thoughts and opinions. ○ listen and respond to audio texts.
	<p>Reading & Comprehension</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ practise the comprehension skills of retelling, visualisation and connecting to prior knowledge. ○ read levelled texts, short stories and informational texts.
	<p>Writing & Creating</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ compose persuasive texts to convince others a point of view. ○ plan and create narratives and descriptive pieces keeping audience and purpose in mind.
Mathematics	<p>Number & Algebra</p> <p>FACTORS, PRIMES, COMPOSITES</p> <p>Students will...</p> <ul style="list-style-type: none"> ○ become familiar with a range of mental math strategies. ○ use common factors of numbers to 24 and beyond. ○ explore common multiples to 100. ○ represent prime and composite numbers to 20 and beyond. <p>EXTENDING THE PLACE VALUE SYSTEM</p> <ul style="list-style-type: none"> ○ explore numbers to 1 million. ○ use expanded notation.

	<ul style="list-style-type: none"> ○ represent place value of any digit. ○ explore place value to hundredths and thousandths. <hr/> <p>Measurement & Geometry USING UNITS OF MEASUREMENT Students will...</p> <ul style="list-style-type: none"> ○ measure and record length in cm, mm, km then metres. ○ calculate perimeter and area. <hr/> <p>Statistics & Probability REPRESENTING AND INTERPRETING DATA Students will...</p> <ul style="list-style-type: none"> ○ construct column graphs, line graphs and tables. ○ interpret, explain, and hypothesise. ○ use paper or digital technologies.
Humanities & Social Sciences	<p>Civics and Citizenship Students will...</p> <ul style="list-style-type: none"> ○ learn key values of Australia's democracy - freedom, equality, fairness, and justice. ○ consider the roles and responsibilities of electors and representatives and the electoral process. ○ gain first-hand experience of the electoral process.
Design Technologies	<p>Engineering principles Students will ...</p> <ul style="list-style-type: none"> ○ identify how various forces create movement. ○ work in groups to design and build an egg drop device. ○ identify materials that alters the force of impact.
Health	<p><u>WA Curriculum Health Descriptors:</u></p> <ul style="list-style-type: none"> ○ Preventive health measures that promote and maintain an individual's health, safety and wellbeing ○ Ways that individuals and groups adapt to different contexts and situations <p><u>Highway Heroes</u> Module 2: Connecting 4 Friendships; Playground Resilience & Wisdom</p> <p><u>Protective Behaviours:</u> Focus Area 1: The Right To Be Safe</p> <ul style="list-style-type: none"> ○ Topic 1: Being safe ○ Topic 2: Warning signs ○ Topic 3: Risk-taking and emergencies
Art	<p>In Visual Arts this term: Students will:</p> <ul style="list-style-type: none"> ○ experiment with colour value which is any colour made lighter or darker. ○ experiment contrasting with colour and explore warm on cool, opaque on transparent, dark on light, bright on dull ○ experiment with colour to express the imagination and feelings by distortion and exaggeration. ○ recognise that varying lines as light and dark can bring life to a drawing. ○ recognise lines can be used for contour drawings; combined for special effects of shading and cross hatching can be represented and combined to make implied textures as scales, spikes, fur, arranged to make point of emphasis to which the eye is draw. ○ explore artwork from various artists and identify and describe using visual art elements. ○ share personal responses and feelings about artwork they view and make.

	<ul style="list-style-type: none"> ○ development of artistic skills through experimentation with colour and colour value and line. ○ explore famous artists and their style of artwork and create artwork inspired by these styles.
Physical Educaiton	<p><u>Moving our body:</u> Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control:</p> <ul style="list-style-type: none"> ○ applying striking and throwing skills to propel an object and keep it in motion - using a bat in cricket and net in modcrosse <p>Linking of fundamental movement skills to specific skills in organized games and sports, such as Two handed striking - to batting in cricket and throwing a ball to the most advantageous fielder in modcrosse.</p>
	<p><u>Learning Through Movement:</u></p> <ul style="list-style-type: none"> ○ Responsibilities of different roles e.g. player, coach, and umpire –use of children’s knowledge to help peers. ○ Ethical behavior and following rules in all games – at school and Interschool.
Science	<p>This term, Year 5 students will be investigating how solids, liquids and gases have different observable properties and behave in different ways. They will explore how these change under different situations such as heating and cooling and recognise that substances exist in different states, depending on the temperature.</p>
Italian	<ul style="list-style-type: none"> ○ Revise Italian greetings and how to use of Mr., Miss, Mrs., Ms. ○ Revising activities about pronunciation of consonants and vowels, masculine and feminine words and how to change a noun from singular into plural ○ How to translate both definite and indefinite articles ○ How to conjugate popular Italian verbs ○ Activities related to the topic of the year: My home and my neighbourhood ○ Some adjectives related with the topic ○ Learning about Easter and Carnevale in Italy
Music	<p>In Term 1, students will</p> <ul style="list-style-type: none"> ○ Improvise with and organise the <u>elements of music</u> to create simple compositions ○ Communicate and record music ideas using graphic and standard <u>notation, dynamics</u>, terminology and relevant technology ○ Develop performance skills (singing in tune, playing a variety of classroom instruments with correct timing and <u>technique</u>, incorporating some <u>dynamics</u>; maintaining own part at correct <u>pitch</u> and <u>tempo</u> when performing with others) ○ Develop and consolidate aural and theory skills, including tempo (changing tempos), pitch (tonality: pentatonic and major), dynamics (symbols <i>mezzo piano (mp)</i>, <i>mezzo forte (mf)</i>, form (<i>rondo</i>))