



Year 5 Overview

Term 1, 2023

A Message from Your Teachers

Dear Parents and Families,

Welcome to Term 1! As you read this overview, you will learn that we have a very busy yet fun-filled term ahead of us! In this overview, you will find information about what your children will be learning in Year 5, in Term 1.

If you have any queries or concerns, please contact your classroom teacher via email or seesaw.

Warm regards,

Miss Teoni Zugaro and Mr Damian Geaney

Year 5 Teachers

Upcoming Dates

- Week 4 (22/2)- Ash Wednesday Mass
- Week 4 (24/2)- Evening on the Green
- Week 5- Wellness Week
- Week 6 (6/3)- Labour Day Public Holiday
- Week 6 (7/3)- Staff PD Day (Pupil Free Day)
- Week 7/8- NAPLAN
- Week 8 (21/3)- CtK Swimming Carnival
- Week 8 (24/3)- ACSC Cricket Carnival
- Week 10 (5/4)- Parent Teacher Meetings (Half-day)
- Week 10 (6/4) Last day of Term 1

Homework

Monday-Thursday:

1. 3x across the page
2. 1x spelling activity
3. 1x maths activity

Uniform

Monday, Tuesday & Thursday: Summer Uniform

Wednesday: Sport Uniform with Yellow shirt

Friday: Sport Uniform with Coloured House shirt

Miss Teoni Zugaro

Year 5 Red Teacher

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Mr Daminan Geaney

Year 5 Gold Teacher

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Learning Areas

Religion

Unit 5.1- Church

- Identify how communities provide for the needs of people
- Retell the story of Jesus choosing the first leaders of the Church
- Identify that the Catholic Church has rules to guide people in the community

Unit 5.2- Lent/Easter

- Identify the four virtues
- Identify what Christians do during Lent
- Identify and recall the Stations of the Cross

Literacy

- Create literary texts that experiment with structures, ideas and stylistic features
- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features
- Understand how texts vary in purpose, structure and topic
- Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
- Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words
- Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations

Numeracy

Number and Algebra

- Identify and describe factors and multiples of whole numbers and use them to solve problems
- Use estimation and rounding to check the reasonableness of answers to calculations
- Describe, continue and create patterns with whole numbers and some decimals resulting from addition and subtraction
- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems

Measurement and Geometry

- Choose appropriate units of measurement for length and area
- Calculate perimeter and area of rectangles using familiar metric units

Learning Areas

HASS

Geography

- The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia
- The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)
- Features of environments influence human activities and the built features of places
- The impact of bushfires or floods on environments and communities, and how people can respond

Humanities and Social Sciences Skills

- Develop and refine a range of questions required to plan an inquiry
- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources
- Interpret information and/or data collected
- Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps
- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts

Health

Protective Behaviours (Focus Area 1- The right to be safe)

- Topic 1: Being Safe
- Topic 2: Warning Signs
- Topic 3: Risk-taking and Emergencies

Please see the Keeping Safe: Child Protection Curriculum Fact Sheet for Parents and Carers.

Health Education

- Reliable sources of information that inform health, safety and wellbeing, such as:
 - ❖ internet-based information
 - ❖ community health organisations
 - ❖ publications and other media
- Strategies that promote a safe, healthy lifestyle
- Preventive health measures that promote and maintain an individual's health, safety and wellbeing

Digital Technologies

- Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct)
- Digital systems have components with basic functions that may connect together to form networks which transmit data
- Processes and Production Skills- Investigating and defining, Designing, Producing and implementing, Evaluating and Collaborating and managing

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

Specialist Learning Areas

Music with Miss Paratore

In music this term we are learning to/about:

- Develop and consolidate of aural and theory skills, including, rhythm and timbre (instruments groups) to compose and create music using technology.
- Improvisation with the elements of music to create, record and communicate a simple composition.
- Development of performance skills (singing in tune, playing a variety of classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others).
- Hip Hop music and cultural factors that influenced its origin.

Art with Mrs D'Angelo

COLOUR AND COLOUR VALUE

- Colour value is any colour made lighter or darker
- Contrast with colour can be explored as warm on cool, opaque on transparent, dark on light, bright on dull
- Colour can express the imagination and feelings by distortion and exaggeration.

LINE

- Varying lines as light and dark can bring life to a drawing
- 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 arts elements. Share personal responses and feelings about artwork they view and make.
- Development of artistic skills through experimentation with colour and colour value and line.

Science with Mrs Hughes

Physical Sciences

- This term, Year 5 students will examine that light from a source forms shadows and can be absorbed, reflected and refracted. They will examine a model of the human eye and be able to demonstrate the path of light from a source to the eye. They will learn that light is a form of energy that travels in a path and investigate how light behaves when it encounters different surfaces. They will make comparisons between shadows from different light sources, be able to classify materials as transparent, translucent or opaque and learn that the colour of an object depends on the properties of the object and the light source.

Specialist Learning Areas

Physical Education with Ms McLinden

In Physical Education this term Year Five will be learning the following concepts:

- Moving Our Body- Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control: applying striking and throwing skills to propel an object and keep it in motion - using a bat in cricket and net in modcrosse, and 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.
- Learning Through Movement- Responsibilities of different roles e.g. player, coach and umpire –use of children's knowledge to help peers, and Ethical behaviour and following rules in all games – at school and Interschool.

Italian with Mr Desiati

- Revise of the Italian greetings, the use of Mr., Miss, Mrs. and the courtesy form
- How to answer to the questions: 'What's your name? - Come ti chiami? Come si chiama lei?', 'Who are you? - Chi sei tu?/Chi e' lei', 'How are you? – Come stai?/Come sta lei?' and 'How old are you? – Quanti anni hai?'
- Revising activities about pronunciation of consonants and vowels, how to recognise masculine and feminine words and how to change a noun from singular into plural
- How to translate the singular and plural definite article 'the'
- The verbs: 'to be - Essere', 'To have - Avere', 'To play – Giocare' and 'to use – Usare', 'to sleep - Dormire', 'To study – Studiare' and 'To go – Andare'
- Launch of the topic of the year (curriculum): My House
- Some adjectives related with the topic
- Learning about Easter and Carnevale in Italy