

YEAR 5 Term 4 Overview

Christ Centred, Child Focused and Research Informed

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

Religion	5.3 Confirmation Content: • Jesus promised to send the Holy Spirit to guide his followers • The fruits of the Holy Spirit guide people to live as Jesus taught • The Sacrament of Confirmation guides people to live as God wants 5.8 Advent/Christmas Content: • People learn from and remember stories • Christians listen to stories of God’s promise to send a Saviour during Advent • Advent is a time of preparing for Christmas
Mathematics	Number and Algebra Use estimation and rounding to check the reasonableness of answers to calculations Use efficient mental and written strategies and apply appropriate digital technologies to solve problems Compare, order and represent decimals Measurement and Geometry Identify types of angles. Estimate, measure and compare angles using degrees. Construct angles using a protractor Use a grid reference system to describe locations. Describe routes using landmarks and directional language Compare 12- and 24-hour time systems and convert between them. Statistics and Probability List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions
English Over Semester Two	Reading is ongoing and across all learning areas. Class Novel: Gangsta Granny Strikes Again by David Walliams. This text will be read to the class and used to support the literacy program. Independent Reading Reading Fluency Responding to the text Word work – vocabulary, spelling and grammar Writing: Creative/Imaginary/Factual Planning and writing a narrative, persuasive texts, recount, procedure/explanation or information reports. Learning will continue to scaffold student’s work towards using correct structures and elements. Writing skill development will include: Genres – recognising and understanding the conventions of a particular text Settings – creating a scene Sequence of events Paragraphing spelling list words Poetry like limericks to include spelling list words Use of dialogue including rules of direct speech Proof reading and editing to improve quality and presentation, accuracy of spelling, punctuation and grammar Factual writing may include: Note taking skills – skimming, scanning, highlighting key words and statements Procedures/ explanations Persuasive texts

	<p>Information reports.</p> <p>Speaking and Listening: Activities are integrated into all Learning Areas. Students will present information from activities and research to wider audiences like the whole class and larger groups like assemblies or House groups. This may include planning, development and delivery of Leadership speeches.</p> <p>Spelling/ Vocabulary/Grammar: Students continue to work on the Diana Rigg Spelling Program in ability-based groups. They work through set activities each week based on list words that include sound blends, letter patterns, silent letters and homophones/ homographs. Emphasis is also placed on spelling rules and conventions, applying words in sentences, paragraphs and poetry and completing activities that develop vocabulary, word meaning, context and grammar.</p>
<p>Humanities And Social Sciences</p>	<p>History: The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as CY O'Connor)</p> <p>Civics and Citizenship: The key values that underpin Australia's democracy, including freedom, equality, fairness and justice How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups)</p>
<p>Health/ Protective Behaviours</p>	<p>Being Healthy, Safe and Active: Changes associated with puberty which vary with individuals: physical, mental, emotional</p> <p>Keeping Safe: Child Protection Curriculum Unit 3 – Recognising and Reporting Abuse • Students continue to explore the concept of privacy, with an emphasis on public and private (e.g. locations and personal information) and safe and unsafe touching. • Students use anatomical names for sexual body parts, and understand that their whole body is private. • A range of developmentally appropriate situations are presented to children to help them identify physical, emotional and sexual abuse, and neglect, and what to do if they or someone they know is experiencing abuse. • Students gain an understanding of domestic and family violence and explore strategies and support networks to keep themselves safe.</p> <p>Communicating and Interacting for Health and Wellbeing: 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</p> <p>Parent/child Springboard Puberty Workshops (Girl's Night In- Tuesday 25 Oct in library @ 6.30pm / Boys Night In- Wednesday 26 Oct in library @ 6.30pm)</p>
<p>Science with Mrs Deirdre Hughes</p>	<p>Chemical Sciences This term, Year 5 students will examine that solids, liquids and gases have different observable properties and behave in different ways. They will understand that gases are a state of matter and can be produced in different ways. Students will also explore the molecular behaviour of matter in different states and investigate and describe how that can be changed through heating and cooling.</p>

<p>Music with Miss Larissa Paratore</p>	<p>Making Music: Beat/Rhythm Untuned Percussion/Body Percussion Responding to Music: Audience Etiquette/Personal Responses Hip Hop Genre</p>
<p>Physical Education with Ms Margaret McLinden</p>	<p>In Physical Education this term Year Five are learning the following concepts:</p> <ul style="list-style-type: none"> · Moving Our Body – motor skills demonstrating adjustment of force and speed to achieve control (refining abilities for 4 x 100m circular relay i.e. begin running when name is called, then calling HAND for a more efficient exchange); revising cricket skills and knowledge in preparation for ASCS carnival, and playing fun water games. · Learning Through Movement – interpersonal skills in physical activities e.g. encouragement of others, negotiation and sharing roles and modifying rules to create a more inclusive game.
<p>Visual Art with Mrs Caterina D’Angelo</p>	<p>Year Five will be</p> <ul style="list-style-type: none"> • Exploring artwork from various artists and different approaches used to communicate ideas, beliefs and opinions. • Developing and applying the artistic techniques and processes with colour, space, texture and line. • Displaying their artwork to enhance visual appeal/aesthetics. • Appreciating the role of art from different times and consider how the artist’s perspective is reflected in the artwork.
<p>Italian with Signor Desiati</p>	<p>Over the second semester:</p> <ul style="list-style-type: none"> · Activities related to the topic of the year: their home and neighbourhood · How to translate the singular and plural definite article ‘the’ · How to translate the indefinite articles ‘a/an’ · Use of present tense of some regular and irregular Italian verbs related to the topic · Use of some prepositions with the appropriate verb or adverb · Pronunciation and intonation of Italian-specific sounds · Numbers up to 100 · Expressing negation · About Father’s Day, Grandparents Day (Festa dei Nonni) and Christmas (Natale)