



CURRICULUM OVERVIEW – TERM 1

Year 5

ENGLISH

Main Focus:
Narrative and
Persuasive text

This term we will be focussing on stories based on migration looking at the texts Ziba Came on a Boat, The Arrival and Convict Boy. These texts are all linked to our HASS unit about colonial Australia and how Australia began. We will also be learning about the structures and elements of Narrative Texts.

MATHEMATICS

Main Focus:

Term 1 will focus on place value moving into decimals so that students are able to solve problems involving money and measurement. We will continue to develop our understanding of addition, subtraction, division and multiplication with a focus on using written methods to solve problems. Students will be completing an investigation where they are to plan a dream trip to a chosen event. Students will have to plan how they will travel, how long it will take and how much it will cost.

RELIGION

Fertile Question
What does it
mean to live our
faith?

Students will identify many ways in which faith is shared and strengthened in communities of believers, past and present. They will look more closely at how their own behaviours play a role within the community, as well as looking more closely at people who influence us through their own display of faith (e.g. Mary MacKillop, Mother Theresa. In the lead up to Easter, students will work on a Lenten program to better understand the history of our Religion and the significance of Jesus' life and stories, for our own faith journey.

HUMANITIES & SOCIAL SCIENCES

History
Colonial Australia

Students will research the nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples). We will also be looking at why Australia was chosen for settlement and significant days and events within Australia in the early 1800's.

SCIENCE

Focus:
Animal
Adaptations

In this unit, students will investigate adaptations in living things and their interactions with the environment. Students will be learning about how animals are grouped and why it was a necessity for animals to adapt to survive.

THE ARTS

Music

Students learn more complex rhythm patterns and explore various drumming patterns. They notate, arrange and perform their pattern to the Cup Song [Pitch Perfect]. Students explore tempo and dynamic variations and how this impacts the effect of their performance. They study Australian Indigenous music and learn about the key features in this genre. Students sing Australian and Indigenous songs with tuned percussion ostinato.

Drama

Students explore and extend their knowledge of the elements of drama and how they shape character, voice and movement in improvisation They discuss how they and others use the elements of drama. Students collaborate to plan, make and perform drama that communicates ideas. They begin to use relationships, tension, time and place when improvising and performing devised drama. We continue to use the analogy of the drama toolbox to highlight the elements.

Visual Arts

Students will create various artworks from different cultures around the world.

Japanese

This unit of work aims to provide a scaffold approach to teaching students how to sequence ideas and events, at a basic level. *Firstly*, students will be introduced to vocabulary of zoo animals/creatures. *Then* students will learn to ask and answer the question 'What did you see?'. *After that*, students will learn special sequencing words and how they fit into Japanese sentence structures. *Lastly*, students will put their knowledge together to read a short a sequence of events.

TECHNOLOGY

Design

Students will continue to develop their design skills through the planning, creation and presentation of an art piece of another culture.

HEALTH AND PHYSICAL EDUCATION

Health

Students will be involved in and create fitness circuits.

Physical Education

Students will be applying stability and locomotor skills to dodge and feint in different movement situations. Apply kicking, striking and throwing skills to propel an object and keep it in motion composing and performing a range of complex static and dynamic balances on different body parts or rotating and/or pivoting

HOMEWORK

In **Years 4 to 6**, homework (including student reading) should not take longer than *three hours* per week i.e. approx. *4 sessions of 45 mins*. This time should include student reading approx. 20-30mins + other activities approx. 20-30mins. This time does not include parents reading to children for pleasure.

Weekly Spelling: This term, we will be focussing on spelling rules. Students are introduced to the word and rule on Monday, complete activities in language rotations during the week, then are tested on their progress on Friday. This will include a dictation test.

Number Facts: Students are expected to revise their times tables for improved speed and accuracy.

Reading: Encouraging regular reading – silently and out loud is the best homework your child could ever do. Students are expected to read 20-30 minutes a night, in addition to the above homework.

Homework Tasks: Students will be given set homework that reinforces the weekly spelling and grammar focus, and number facts. Homework is given out on a Friday and is due back the following Thursday. This allows time for families to juggle other commitments and encourages time management. Homework will be reviewed and marked each Thursday. It is expected that homework will be completed on time and presented to high standard. Incomplete homework will be done during lunch breaks.

SPECIALIST, SIGNIFICANT DATES & EVENTS

Specialist Days	Music	Library	Drama	PE (sport)	Japanese	Sports uniform
4/5E ONLY	Tuesday	Tuesday	Wednesday	Friday	Friday	Tuesday Friday

Whole School Mass - 8 Feb at 9am
 P&F AGM / General Meeting - Date TBC
 Shrove/Pancake Tuesday – 13 Feb
 Ash Wednesday Mass - 14 Feb 9am
 Senior Primary Camp (Yr 5 and 6) - 14 – 16 Feb
 4/5E Assembly – 19 Feb
 Walking Wheeling Wed – That’s My Team Theme Day 28 Feb
 Say No to Bullying Day - 16 March – children wear orange.
 Harmony Day - 21 March
 2nd Rite of Reconciliation (Yr 5 & 6) – 23 March
 Last Day of Term - 29 March

ADDITIONAL INFORMATION

- Students should not be at school before 8.20am.
- Students who arrive late to class cause a disruption to the learning environment.
- Students must have a school hat for lunch times, HPE and Play is the Way.
- We ask that students do not bring things to school that they treasure or are valuable. Things go missing, get broken or are lost. The school assumes no responsibility for such.
- If you wish to make an appointment regarding your child’s learning I can be contacted via the office or by email.

Classroom specific – expectations; requirements; communication methods

- **Class time – versus – playtime:** Students are expected to take responsibility for being seated and ready for learning on time – before school and after lunch breaks. For the benefit of all students, it is important that we start lessons on time to ensure we cover the content and provide maximum learning time. While learning should be an enjoyable experience, students know the difference between classroom and playtime behaviours, so a greater emphasis will be placed on taking this responsibility seriously.
- **Timetable:** The timetable this term is very structured. It provides students with a consistent pattern of lessons, increased group work and rotations. The purpose is for students to take more responsibility for their own learning by being organised, well-prepared and working efficiently in class.
- **Homework:** Please refer to the school homework policy (as listed in Homework section above). Homework works on a Friday – Thursday schedule.
- **Additional homework:** For students to be at the expected level for Year 5, it is important that they complete set work within the time allocated. Work not completed within a reasonable amount of time, or to a reasonable standard, will be sent home for completion that evening. Implementing such a consequence is designed to encourage students to maximise learning time and to complete set tasks to the best of their ability – the first time. In the event that additional work be sent home, students are expected to hand it in the following morning.

Contact details: I place a very high value on parent-teacher communication and relationships, so to ensure I am available if you want to discuss your child’s progress, organising an appointment, where possible, would be greatly appreciated. I am otherwise available via email and will endeavour to reply as promptly as possible.

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