



## CURRICULUM OVERVIEW – TERM 2

### ENGLISH

**Main Focus:**  
**Persuasive**

This term we will be focussing on persuasive texts which are linked to the environment and how we can better look after our earth and its inhabitants. These texts are all linked to our HASS and Science units. We will be learning about persuasive language devices such as modality, emotive language and rhetorical questioning. We will also consider how to engage the audience and how to write cohesive paragraphs to improve our persuasive writing. We will continue to have a grammar focus each week to improve our written work.

### MATHEMATICS

**Main Focus:**

In Term 2 the students will be solving multiplication problems using a number of written and mental strategies and will be checking the reasonableness of their answers. They will be learning to choose appropriate units of measurement for length, area, volume, capacity and mass, and will be learning to calculate perimeter and area of rectangles. Later in the term students will be learning to convert between 12- and 24-hour time. They will also use a grid reference system to locate landmarks and use directional language. They will measure and construct different angles.

### RELIGION

**Fertile Question**  
**How has the Australian Catholic Community grown over the years?**

How did the early Church communities in Australia help to build the Church community that we know today?

This term, students will build on their understanding of community by exploring the early Australian Catholic Community of 1850 CE – 1900 CE. The students will consider how significant people from this era helped to preserve and shape our Catholic community including Indigenous communities.

## Year 5

### HUMANITIES & SOCIAL SCIENCES

**History**  
**Eureka Stockade: riot or revolution?**

In HASS, students will investigate how the colonies of Australia were impacted by the Gold Rush and how this event encouraged immigration to Australia. Students will be asked to reflect on the Eureka Stockade and decide if this event had any bearing on the development of Australian democracy. In this unit students will also explore the impact of natural disasters in Australia and will discuss how communities can respond to these events.

### SCIENCE

**Focus:**  
**Earth in the Solar System.**

This term's Science unit will complement our English focus of the environment as we will be exploring our natural resources and how the Earth's surface has changed over time as a result of natural processes and human activity. Students will also be exploring Earth as part of a system of planets orbiting the sun. They will identify the planets of the solar system and undertake some experiments to compare how long they take to orbit the sun.

### THE ARTS

**Music**

Students sing songs from around the world and begin to experiment with their own compositional ideas using the la pentatonic scales. They notate more complex rhythm patterns and ostinato within the parameters of a drum circle. Students begin a keyboard orientation and learn to play familiar songs with confidence and fluency.

**Drama**

Supporting the work done in the classroom on the *Gold Rush and the Eureka Stockade*, students will explore and extend their knowledge of the elements of drama and how they shape character, voice and movement in improvisation. Students will collaborate to plan, make and perform drama that communicates ideas. They will use relationships, tension, time and place when improvising and performing devised drama. We will continue to use the analogy of the drama toolbox to highlight the elements.

Visual Arts

Linked to Health, students will create mixed media works to explore self-identity. Students will be able to choose from a number of mediums to help achieve the desired effects.

### Japanese

It Hurts! いたい!

The Year 5 students will be working through a unit of work which involves learning about the body. They will be focusing on both writing (Hiragana and Kanji) as well as speaking in a role play - a simple skit of being in a doctor's office. This knowledge of body parts will be used in future units to describe people and animals.

## TECHNOLOGY

### Create Digital Solutions

Students understand and manage information systems using agreed protocols. They will be exploring the use of One Note to assist their independent learning.

## HEALTH AND PHYSICAL EDUCATION

### Health

They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact.

### Physical Education

Students will be creating and participating in a fun fitness circuit designed to improve health-related fitness components. They will be participating in a range of physical activities and exploring their health, skill and fitness benefits and they will refine their athletics techniques in readiness for the Athletics Carnival.

## 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

April 23 Mon ANZAC Day Assembly  
April 25 Wed ANZAC Day  
May 1 Tues P&F Meeting 6.30pm  
May 2 Wed Prep 2019 Sibling Morn Tea  
May 7 Mon Labour Day Holiday  
May 10 Thurs Mother's Day Stall  
May 13 Sun Mother's Day  
May 15, 16, 17 NAPLAN - Yr 3 and 5  
May 23 Wed WWW Walk to School Day  
May 24 Thurs Zone 6 Gala Netball and AFL Yr 4-6  
June 6 Wed School Photos  
June 17 Sunday St Flannan's Multicultural Mass  
21 June Thurs Zone 6 Gala Netball and AFL Yr 4-6  
June 22 Fri 4/5E Class Mass 9am  
June 22 Fri P&F Movie Night  
June 27 Wed Reports sent home

#### 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. Should students fail to hand in or complete homework, an email or note will be forwarded to parents on each occasion.

**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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