



CURRICULUM OVERVIEW – TERM 3

ENGLISH

Main Focus: This term, Year 5 English will be centred around a range of information texts that will link with their studies on North America and Europe. The focus will be on developing cohesion in their writing, in particular with linking devices including relating verbs and noun groups. They will create an information report around North America. Students will plan, draft and publish this text using correct structure and image positioning to ensure key information and supporting details engage a wide range of audiences.

Main Focus:

A heavy focus will be placed on number facts this term, as students revise their times tables and some of the foundations for continued learning. Connections will be made between multiplication and division and students will work toward improved efficiency when solving problems. They will also be working on understanding how to make financial plans. Later in the term, students will be using grid references to locate landmarks and will use displays to construct and interpret data.

RELIGION

Fertile Question Students will listen to, read, and research how we are called to make moral choices in our life. They will also explore the sacrament of confirmation, describing the importance of these sacraments to the Catholic community. They will locate scriptural references that link with the Sacraments to make community connections from the past to the present and how this informs our practices today.

How are we called to make better choices in our lives?

Year 5

HUMANITIES & SOCIAL SCIENCES

Geography Students' mental map of the world expands to North America and Europe and their main countries and characteristics (space, place, environment). The importance of environments, including natural vegetation, to animals and people will be explored. They will describe and compare the diverse characteristics of these continents at local to national scales. Students interpret data and information to identify and describe distributions and simple patterns and draw conclusions.

North America and Europe

SCIENCE

Focus: The 'What's the Matter Unit' unit links science with literacy in the classroom. Through hands-on investigations, students explore the properties of solids, liquids and gases, and plan and conduct an investigation of how the properties of materials change with temperature.

Earth in the Solar System.

THE ARTS

Music Students complete a unit study on Funk music, with a focus on features of the genre. They continue to explore and sing songs from around the world, both in unison and part singing. Students explore tuned and untuned percussion instruments in structured forms as well as improvisation, with a focus on boomwhackers and drum circle. They combine their skills and knowledge to compose a 'la pentatonic' song, with dynamics and tempo, to perform for the class.

Drama Supporting the work done in the classroom on *information reports*, 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

Year 5 will be looking into an old favourite - The Hungry Caterpillar. There is a vast amount of language to learn through this story including Days of the Week, fruits, counting different objects as well as looking at the different tenses of verbs. Students will be focusing on both Hiragana and Kanji (Days of the Week, numbers) in order to write their own 'Hungry' Story at the end of the unit.

TECHNOLOGY

Create Digital Solutions

Students will explore the world of programming and sequences. They will design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition).

HEALTH AND PHYSICAL EDUCATION

Health

In Term 3, students will explore strategies to manage physical, social and emotional change. They will discuss physical, social and emotional changes that occur as individuals grow older and explore how these changes impact on how they think and feel about themselves and different situations. They will also describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

Physical Education

The students will participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding. They will also apply critical and creative thinking processes in order to generate and assess solutions to movement challenges in Volleyball.

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 students 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.

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 | Library | Music | Library | Drama | PE (sport) | Japanese | Sports uniform |
|-----------------|---------|---------|---------|-----------|------------|----------|-------------------|
| 4/5E ONLY | Monday | Tuesday | Tuesday | Wednesday | Friday | Friday | Tuesday Friday |

| Week | Date | Day | Event |
|------|-------------|-------------|---|
| 1 | 20/7/18 | Friday | Athletics Carnival |
| 2 | 24/7/18 | Tuesday | P&F Meeting |
| | 25/7/8 | Wednesday | Bling my Scooter for Active Travel |
| | 26/7/18 | Thursday | NAIDOC Week liturgy - 9am |
| 3 | 1/8/18 | Wednesday | Catholic Education Week Whole School Mass |
| | 2 & 3 /8/18 | Thurs & Fri | Bramble Bay Athletics |
| 4 | 9/8/18 | Thursday | Mad Scientist Day |
| 5 | 15/8/18 | Wednesday | EKKA Holiday |
| 6 | 24/8/18 | Friday | Zone 6 Athletics |
| 7 | 30/8/18 | Thursday | Book Week Celebrations |
| | 31/8/18 | Friday | Confirmation |
| 8 | 6/9/18 | Thursday | Animania (at school) |
| 9* | 9/9/18 | Sunday* | Dance Fever Competition |
| 10 | 20/9/18 | Thursday | Nursery Rhyme Time (P-6 at school) |
| | 21/9/18 | Friday | Fun Run |

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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