



## CURRICULUM OVERVIEW – TERM 3

Year 5A

### ENGLISH

#### Main Focus: Informative Texts

This term, we will be focussing on informative texts that are linked to our HASS unit about Europe and North America. We will be learning about informative/text specific language devices such as content specific language, using present tense and pronouns. We will also consider how to engage the audience and how to expand on the ideas we put in our writing. We will be focussing on how the words we select inform the reader and how we can create cohesive links within our paragraphs to make sure our writing flows. Students will also be focussing on their use of punctuation to help assist the reader.

### MATHEMATICS

#### Main Focus:

In Term 3 students will be creating simple financial plans focusing on making appropriate financial decision in regards to budgeting. Students will be using their knowledge of multiplication, division, subtraction and addition to find unknown quantities in number sentences. They will also be learning to create equivalent number sentences involving multiplication and division. Students will be interpreting, describing and creating data sets.

### RELIGION

#### Fertile Question

#### What is conscience?

Students will be learning about Mary's role within the Catholic Church. We will be focusing on how Mary is the Mother of the Church and how this is represented in the Bible. Our focus will then be on conscience. Students will describe some key considerations in the formation of conscience for Christians. This will be linked to Jesus' new commandment of love and how we are expected to treat those around us.

### HUMANITIES & SOCIAL SCIENCES

#### Geography Other places in the World

In HASS this semester, students will be focusing on the geographical features of Europe and North America. Students will be creating an information report on a country from each continent. They will be posing their own research questions and learning to summarise and rewrite information they have found in their own words.

### SCIENCE

#### Focus: What's the matter?

In Science this semester, students are learning about the three states of matter: Solid, Liquid and Gas. We will be looking at the molecular structure of the three states of matter and what happens when they encounter different temperatures.

### 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

In Visual Arts students will be creating different pieces of art work that will be influenced by our Science unit on the 3 states of matter.

## Japanese

Year 5 will be looking into a 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 understand and manage information systems using agreed protocols. They will be exploring the use of PowerPoint, Microsoft Word and other creation programs.

## HEALTH AND PHYSICAL EDUCATION

### Health

Students 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 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 children for pleasure. **Homework is handed out on a Friday and must be back the following Thursday. Homework begins in week 2 this term.**

**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 one of the best activities your child could ever do. Students are expected to read 20-30 minutes a night, in addition to the above homework.

SPECIALIST, SIGNIFICANT DATES & EVENTS

|                 |            |         |         |           |            |          |                   |
|-----------------|------------|---------|---------|-----------|------------|----------|-------------------|
| Specialist Days | DanceFever | Music   | Library | Drama     | PE (sport) | Japanese | Sports uniform    |
|                 | Monday     | Tuesday | Tuesday | Wednesday | Friday     | Friday   | Tuesday<br>Friday |

## Important Dates

|   |  |   |
|---|--|---|
| <b>Weeks 1 – 3</b> Winter Appeal Soup Drive St V de Paul      | <b>6 August</b> Assembly                               | <b>6 September</b> Thursday - Animania Performance Whole School |
| <b>24 July</b> Tuesday - P&F Meeting                          | <b>15 August</b> Wednesday - EKKA Holiday              | <b>13 September</b> Thursday - Talent Show Finals               |
| <b>25 July</b> Wednesday - WWW Theme Day Bling My Scooter     |  | <b>15 September</b> Saturday – Zillmere Festival                |
| <b>26 July</b> Thursday - NAIDOC Week Liturgy 9am             | <b>30 August</b> Thursday - Book Week                  | <b>21 September</b> Friday – Fun Run                            |
| <b>1 August</b> Wednesday - Cath Ed Week Whole School Liturgy | <b>2 September</b> Sunday - Father’s Day               |   |
| <b>7 August</b> Tuesday - Board Meeting – Internal Review     | <b>4 September</b> Tuesday - Camp Quality Whole School |   |
| <b>9 August</b> Thursday - Mad Science Day                    |  |   |

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, 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.
- **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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