



CURRICULUM OVERVIEW – TERM 4

Year 5A

ENGLISH

Main Focus: Our unit this term is linked to the work we will be doing in Health.

Journal Reflection Students are going to write a critical reflection about what influences the decisions they make in life. Our focus will be on creating cohesive texts that incorporate a mix of simple, compound and complex sentences. Students will also write a reflection about their year towards the end of term.

MATHEMATICS

Main Focus: In Term 4, Students will be looking at ways we can represent data.

Chance and Data Students will focus on bar graphs, line graphs and dot plots. We will also be looking at the relationship between probability and fractions. Students will be learning about the everyday language of probability as well. We will be ending the year by reviewing content taught throughout the year in preparation for next year.

RELIGION

Fertile Question

Who was Mary? 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. Students will analyse and create Marian prayers and take the class on a Prayer Pilgrimage around the school based on how Mary's life was portrayed in scripture. Later in the term, students will be looking at the infancy narratives and analyse how different gospel writers depict the story differently and look at possible reasons for this.

HUMANITIES & SOCIAL SCIENCES

Business and Economics

Big Business In HASS this semester, students will be creating a pitch for a business. We will be researching what makes a successful business and learn about the idea of needs versus wants. They will also describe and evaluate what influences them in the choices they make as a consumer and what goes into making financial decisions.

SCIENCE

Focus: In Science this semester, students are learning about light. We will be learning about artificial and natural sources of light and the relationship between light and the colours we see. Students will explore the relationship between light and shadows. This term students will also be visiting SparkLab in the City as an excursion based on what we are learning in Science.

THE ARTS

Music Students explore celebration songs for all occasions and perform to an audience. They create their own music score using graphic notation and perform music on tuned and untuned percussion. Students investigate music from the Pacific Islands and learn traditional games and songs, as well as developing their improvising skills in this genre of music.

Drama Students will explore and extend their knowledge of the elements of drama and how they shape character, voice and movement in improvisation through the exploration of the book *"The Werewolf Knight"*. This book uses rich, descriptive language and open illustrations. Its narrative is deeply layered allowing many spaces for students to explore the text through drama. The story challenges pre-conceived ideas that some things are not always what they seem. It focuses on developing inferential comprehension and uses predictive skills. Amongst other things, the students will build their comprehension skills in visual literacy. The story encourages the moral of being true to oneself, challenging stereotypes and not judging things by their outward appearance.

Japanese Year 5 are busy learning the days of the week, counting and naming different food

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

In Physical Education students will be demonstrating defensive and offensive play in Lacrosse. They will also develop strategies that exploit the playing space to create overlaps and extra attackers in Lacrosse

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 origins. 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	Swimming Tuesday	Music Tuesday	Library Tuesday	Drama Wednesday	PE (sport) Friday	Japanese Friday	Sports uniform Tuesday Friday
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Important Dates

Week 2	Week 3
Monday 15 Oct Camp Quality Presentation	Monday 22 Oct Pupil Free Day
Tuesday 16 Oct P&F Meeting 6.30pm	Friday 26 Oct World Teacher's Day
Thursday 18 Oct Arts Festival 3-6pm	
Week 4	Week 6
SparkLab Excursion	Class Mass – Thursday
Week 8	Week 9
Tuesday 27 Nov Swimming Carnival Yr 3-6 (plus some Yr 2s)	Wednesday 5 Dec Reports Sent Home
Friday 30 November Christmas Concert and P&F Disco	Thursday 6 Dec Yr 6 Graduation
	Friday 7 Dec School Mass 10.30am – 12noon
	Friday 7 Dec 12 noon school finishes

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.

Tristan Bell-Blissner - tbell-blissner@bne.catholic.edu.au