

# Year 5 OVERVIEW

Term 4 2024



## Religious Education

### Focus: Church and community

#### Students will:

- identify the meaning of Church.
- evaluate their own perspective and others perspectives of being Church.
- interpret different views of what it means to belong to the Catholic Church.
- identify their role and responsibility in building a just community.

### Focus: Prayer, Liturgy & Sacrament

#### Students will:

- interpret Advent scripture texts using a variety of strategies
- reflect on insights gained from scripture and identify ways to apply them to personal experiences
- explore the significance of Advent as a Christian festival and participate in an Advent paraliturgy.

## English

### Reading and Viewing

#### Focus: Questioning

Students will use a question matrix to explore deeper levels of questioning to develop a greater understanding of different concepts and ideas.

## English

### Speaking and Listening

Students will rehearse and deliver presentations (autobiographies, school captain speeches, inquiry presentations) for defined purposes incorporating accurate and sequenced content and multimodal elements.

## Inquiry

### Focus:

#### *Who can be a leader?*

### Personal and Social Capabilities

#### Focus: Self-awareness and Management

- Describe the influence that personal qualities and strength have on achieving success.
- Identify and describe personal attributes important in developing resilience.

#### *Why is it so?*

### Focus/Big Idea: How can we use the design process to create solutions for problems that affect living things?

- Investigate the basic needs of living things
- Understand needs can change depending on the circumstances and environment

## English

### Writing

#### Focus: Speech Writing

Students will explore, analyse and critique the structure and features of a variety of speeches.

Students will develop and deliver their own speeches in preparation for leadership speeches, choosing text structures, language features and vocabulary appropriate to purpose and audience.

Students will continue to focus on editing their writing for punctuation, spelling & grammar.

### Grammar and Punctuation

#### Foci:

- Noun & adjective groups and phrases to add description to a person, place, thing or idea.
- The role of subordinate clauses in a complex sentence
- Apostrophes for possession
- Apostrophes with common and proper nouns

### Spelling

Focus: Investigate words, focusing on how pronunciation, spelling and meaning have histories and have changed over time.

<p><b>Mathematics</b>  <b>Number and Algebra:</b>  <b>Fractions:</b></p> <ul style="list-style-type: none"> <li>- Compare and order common unit fraction (numerator is always 1 for a unit fraction)</li> <li>- Locate and represent fractions on a number line</li> <li>- Investigate strategies to solve addition and subtraction of fractions with the same denominator</li> </ul> <p><b>Measurement and Geometry:</b>  <b>Time:</b></p> <ul style="list-style-type: none"> <li>- Compare 12 and 24 hour time, and convert between them. (eg; when reading bus or train timetables)</li> </ul> <p><b>Angles:</b></p> <ul style="list-style-type: none"> <li>- Estimate, measure and compare angles using degrees</li> <li>- Construct angles using a protractor</li> </ul> <p><b>Statistics and Probability:</b>  <b>Chance:</b></p> <ul style="list-style-type: none"> <li>- List outcomes of chance experiments involving equally likely outcomes</li> <li>- Represent probabilities of outcomes using fractions</li> <li>- Recognise that probabilities range from 0 to 1 (eg; impossible is a 0 chance, and absolute certain probability is 1)</li> </ul>	<p><b>Social and Emotional Learning (SEL)</b>  <b>Focus: Positive Coping</b></p> <ul style="list-style-type: none"> <li>● Identify a range of coping strategies to help students deal with intense emotions</li> <li>● Identify the influence of self talk on their actions and emotions (<i>helpful and unhelpful thinking</i>)</li> <li>● Identify and explain factors that influence effective communication in a variety of situations</li> </ul>
<p><b>Italian</b>  <b>Focus:</b>Famous Italians  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● <b>Intentional Gesture teaching-</b> Revise HFW- <i>Buongiorno</i> (good morning), <i>Arrivederci</i> (Good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well)</li> <li>● <b>Focus language:</b> <i>inventore, scultore, scienziato, artista etc. Era nato/a...</i> (He/She was born...) <i>Ha inventato...</i>(He/She has invented...)</li> <li>● <b>Famous Italians:</b> Explore the many famous Italian men and women that have made many important discoveries and contributions to the world. Students will have the opportunity to research a famous Italian and write part of their findings in Italian using the phrases and vocabulary learnt.</li> <li>● <b>Natale:</b> Christmas in Italy</li> </ul>	<p><b>Physical Education</b>  <b>Focus: Learning the basic rules of a variety of sports and how to play successfully within a team</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Participate in a tennis unit that will focus on racquet grip, swing technique and movement around the court.</li> <li>● Have the opportunity to play modified games of T-ball, netball and basketball in preparation for interschool sport in grade 6.</li> <li>● Be introduced to the modified tennis game 'Hot Shots' which uses the skills of tennis including forehand, backhand and underarm serve on a smaller playing area and requires students to self umpire and score.</li> </ul>
<p><b>Science</b>  <b>Focus: Physical Sciences</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explore the properties of light and how it enables us to see.</li> <li>● Investigate how light from a source forms shadows</li> <li>● Explain how objects reflect, absorb and refract light through hands-on investigations.</li> <li>● Understand how we can use light to meet our needs.</li> </ul>	<p><b>Visual Arts</b>  <b>Focus:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explore the tonal properties of charcoal in producing 3D sketches of everyday objects</li> <li>● Investigate Indigenous symbols used by local artist MerindahGunya</li> <li>● Produce their own canvas, sharing their life story using symbols</li> <li>● Extend their understanding of Pop Art movement to create a piece for a whole class canvas</li> </ul>

**Performing Arts - Music****Focus:Keyboard Music**

Students will:

- Continue to explore the Chrome lab music tools suite
- Continue to investigate basic music theory -This term the focus will be on Key Signatures and Major and Minor chords
- Continue with basic keyboard skills using a MIDI keyboard device
- Continue to expand their repertoire of songs that they can play on the keyboard

**Digital Technologies**

**Students will:**

- Explore how digits represent information - binary numbers
- Design user interfaces to solve a problem
- Explore algorithms and conditional statements