



Year 5 - 2019 Term 2 Overview

Throughout this term, the students will continue to experience a range of learning activities which incorporate the ongoing development of the positive dispositions of the Habits of Mind and the Growth Mindset. These dispositions encourage reflection, high order thinking, creativity, problem solving, critical thinking and collaboration, and align with our school values of, 'I am a learner', 'I am a friend', and 'I am respectful'. The development of the Habits of Mind and a Growth Mindset, complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will continue to be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the learning areas.

The Habits of Mind are an identified set of 16 problem solving, life related skills. The students choose the Habits of Mind to focus on each term, aligned with their goal setting.

Religion

Life Is Good

In this unit, the students will explore the concepts of human dignity and respect for human life.



The understandings for this unit are that:

- God creates each person with dignity
- God invites people to respect life and to be responsible for the life that has been given to them
- people are responsible for their bodies and should respect and care for them.

The Mass: Sacrifice and Meal

In this unit, the students will explore the Mass as a special meal.



The understandings for this unit are that:

- through the Mass, the Church is nourished and united
- in the Liturgy of the Word, Catholics hear God's Word and reflect on what it means for their lives
- in the Liturgy of the Eucharist, Catholics recall Jesus' sacrifice and share his Body and Blood as one community.

INTEGRATED TOPICS

In this topic, the students will:

- identify and consolidate their existing knowledge of Australian history
- study the social, political and economic ramifications of the Gold Rush on the growing Victorian colony and specifically, the township of Melbourne
- investigate the time frame of major events of the Gold Rush and place them on a timeline.



School Camp

The students will attend a three day school camp to the 'Log Cabin Camp' in Creswick, from Wednesday 5 June to Friday 7 June. The students will spend one day on site at the campsite, participating in a range of outdoor activities. A day at Sovereign Hill and visits to the Eureka Centre and the Art Gallery are also incorporated into the camp stay. As part of the camp program, the students will attend a lesson at the Education Centre and attend an evening performance of 'Aura', an immersive theatre experience at Sovereign Hill. These rich learning experiences will enable the students to deepen their understanding of the impact of the Gold Rush on the social, political and economic history of Victoria.

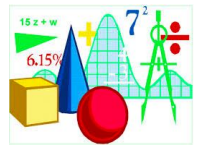
MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. The development of mathematical skills relating to these proficiencies form the content of the units of work.

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered:

- Addition: adding numbers into the hundreds of thousands using the written algorithm
- Subtraction: subtracting numbers into the hundreds of thousands using the written algorithm
- Angles: Estimating, measuring and comparing angles using degrees, constructing angles using a protractor
- Transformation: describing translations, reflections and rotations of 2 dimensional shapes
- Symmetry: identifying line and rotational symmetries
- Tessellation: investigating an arrangement of shapes closely fitted together, especially of polygons in a repeated pattern without gaps or overlapping
- Volume & Capacity: using the various unit measurements for volume and capacity
- Mass: converting between common units of mass (e.g. mg, g, kg).



ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information and make evaluative judgements.

Writing

The focus will be on the language features and structures of historical recounts and information reports. The students will be developing research and note taking skills and learning the structure of an information report. There will be an ongoing focus on the development of editing skills. The Habit of Mind that will be focused on to improve the students' editing skills is, 'Striving for Accuracy'. The students will learn a process to follow to ensure that all aspects of writing are accurately incorporated in their written work.

The students will be investigating and furthering their learning about:

- phonological knowledge - sound pattern, 'au', 'aw', 'ae', 'ee', 'oa',
- word function knowledge - adding the suffix 'ion', 'able', 'ible' and 'ed'
- meaning knowledge - homophones
- word history - root words.



The students will be investigating and learning about:

- verbs and verb tense e.g 'I am walking', 'I was walking'
- adverbs
- prepositions and prepositional phrases.

The students will be involved in handwriting sessions each week, with a focus on fluency and presentation.

Speaking & Listening

The students will continue to develop their speaking and listening skills through:

- participating in classroom discussions to share and evaluate their learning, experiences and opinions

- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to their peers and teachers, in a variety of learning activities.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this Project will be held every Wednesday.



The topics that will be covered are:

- 'What is gratitude?' - defining gratitude and reflecting on things for which they can be grateful
- 'Brain business' - describing what happens to our brain when we feel certain emotions and develop strategies to encourage positive emotions
- 'Supporting others' - understanding the benefits of showing empathy
- 'Human camera' - focusing on the present moment
- 'Book of awesome' - identifying small things for which the students can be grateful.

HOME LEARNING and STUDENT DIARIES

The students are encouraged to read each school night and to record this in their Student Diary. Other home learning may include English, Mathematics and Integrated Studies activities. **We ask that parents sign the Diaries each week.** Diaries will be checked each Friday by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

DIGITAL TECHNOLOGIES

This term, the students will focus on learning to use the school's exciting new Lego WeDo2.0 kits. Using the 'Get Started Project', the students will be using Lego bricks and equipment and the software that has been loaded on to new ipads, to build and program (code) a range of working models that can be remotely controlled using Bluetooth. The immersive, 'hands on' tasks require the students to work collaboratively with a partner and will develop the following skills:

- investigating, modelling, and designing solutions
- implementing basic programming
- collaborating and presenting
- asking questions and solving problems
- investigating, analysing, and interpreting data
- evaluating and communicating information.



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ITALIAN

The students will focus on learning words and phrases relating to parts of the body.

This will be achieved through:

- drawing and labelling a 'body map'
- songs
- interactive whiteboard activities
- craft activities
- puzzles
- bookwork
- online activities

Date for the diary: **Italian Day!** - Monday 17th June

Signor John

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LIBRARY

This term, the students will be immersed in an author study of children's fiction writer, David Walliams, and his books. The students will read and summarise books by David Walliams, engage in research, discussion, comparing, contrasting and relating texts to themselves, other texts and real world examples.



The author study is designed to engage and assist in further developing:

- reading and writing skills
- critical thinking skills
- information literacy skills
- ability to make connections across the curriculum
- sense of themselves as belonging to a community of readers.

Learning activities will include

- discussions around literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- researching biographical information about the author
- students sharing responses to what they are reading
- comparing and contrasting different works by the author
- identifying how the text and accompanying illustrations work together to tell a complete story.

This term, the students will continue to borrow and scan their own books, choosing from the Fiction and Non-Fiction collection.

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PERFORMING ARTS

The students will:

- identify contrasting sounds and how they can use them to perform, compose and improvise music
- listen to styles of music from different cultures and discuss the similarities and differences
- play and notate a C major scale and explore the triads in the key of C on a glockenspiel, a piano and a ukulele
- play major and minor chords and arpeggios on a glockenspiel and a piano
- compose and notate original music
- learn to sing songs and rehearse for the concert
- further explore the ukulele as a songwriting tool.
- further explore percussion instruments and the rhythmic elements of music
- use imagination and experimentation to compose and improvise music using various percussion instruments and melodic ideas
- using music technology to generate, manipulate and record music.

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PHYSICAL EDUCATION

The students will:

- practise control, accuracy, precision and co-ordination when controlling a ball with a hockey stick.
- learn the rules of hockey
- practise cross country running around a marked course
- complete the 'beep test' to monitor fitness
- practise their hand-eye and foot-eye coordination, kicking, handballing etc., whilst practising these skills in a game situation
- continue to participate in our class 'Garmin step counter' challenge.



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VISUAL ARTS

Art this term promises to be full of colour and fun. The students will be working towards creating finished artworks using a range of different techniques and styles.

- Optical Illusion Art - this form of art was an art movement that occurred in the 1960s. This type of art creates the idea of movement on a two dimensional surface by tricking the eye with a series of optical illusions. The students will look at works done by important artists in this field such as, M.C. Escher, Bridget Riley and Frank Stella.
- Van Gogh's 'Sunflowers' - the students will be studying this famous artist and his famous flowers. The students will learn about Van Gogh's painting techniques and use these techniques to create their own art piece.



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SCIENCE

For the first two weeks this term, the Science classroom will have a chicken hatching program from 'Henny Penny Hatching'. The students will have the opportunity to observe chicks hatching, study and compare chicks as they grow and develop; as well as hold the chicks and learn more about the needs of living things. Visit www.hennypennyhatching.com.au for more information.

The focus for the remainder of the term will then shift to the Physical Sciences where the students will be:

- investigating how light from a source can form shadows and can be absorbed, reflected and refracted
- identifying and drawing diagrams to show the paths of light from a source e.g. the sun, to our eyes
- classifying materials as transparent, opaque or translucent based on whether light passes through them or is absorbed
- recognising that the colour of an object depends on the properties of the object and the colour of the light source
- exploring the use of mirrors to demonstrate the reflection of light
- exploring the refraction of light when traveling through different transparent materials such as from air to water.

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REMINDERS

Tuesday:

- Physical Education Specialist - sport uniform to be worn
- Science
- Italian

Thursday: Performing Arts

Friday rotations:

- Digital Technologies
- Library - library bag required
- Visual Arts - art smocks required

IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

Activity	Day	Date	Month	Time	Place
School Assembly	Monday	13	May	9:00am	
NAPLAN	Tuesday	14	May		
NAPLAN	Wednesday	15	May		
NAPLAN	Thursday	16	May		
Interschool Sport	Friday	17	May		
Celebration of Learning	Monday	20	May	9:10 - 11am 2 -2:45pm 3:30 - 4pm 5 - 6pm	Year 5 classroom
Day in May	Wednesday	22	May		
National Simultaneous Storytime	Wednesday	22	May	11am - 11:15	Year 5 classroom
Interschool Sport		24	May		
School Assembly	Monday	27	May	9:00am	
District cross Country (selected students)	Tuesday	28	May		Banyule Flats
Interschool Sport	Friday	31	May		
Year 5 & Year 6 Camp	Wednesday	5-7	June		Log Cabin Camp, Creswick
Interschool Sport	Friday	14	June		
Italian Day	Monday	17	June		
Year 5 & Year 6 Class Assembly	Wednesday	19	June	2:50pm	
Interschool Sport (Finals)	Friday	21	June		
Reports sent home	Friday	21	June		
School Assembly	Monday	24	June	9:00am	
Students - early dismissal	Tuesday	25	June	1pm	

Parent/Teacher Interviews	Tuesday	25	June	1:30 - 8pm	Year 5 classroom
SRC Movie Afternoon	Wednesday	26	June	2pm	
Parent/Teacher Interviews	Wednesday	26	June	4 - 6pm	Year 5 classroom
End of Term	Friday	28	June	1pm	

CLASSROOM TEACHER CONTACT INFORMATION:

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