



## Year 5 - 2021 Term 1 Overview



Hello and welcome to the new school year! I am very excited to be teaching Year 5 this year at Mary Immaculate Primary School. My goal is to create a classroom environment that supports the students' wellbeing whilst challenging and inspiring them to engage with their learning, encouraging personal and academic growth. The students will be provided with opportunities to collaborate, be creative, think critically and use effective communication as they work through a variety of relevant and purposeful learning experiences. These will incorporate the use of approaches such as the Habits of Mind and the Growth Mindset, to further develop positive learning dispositions.

Underpinning and explicitly taught through every learning experience will be the Four Capabilities from the Victorian Curriculum: Personal and Social, Ethical, Intercultural, and Critical and Creative Thinking. The Capabilities are aligned with our school values, 'I am a friend', 'I am a learner' and 'I am respectful', and integrated with the key principles of *The Resilience Project* (Gratitude, Empathy/Kindness, and Mindfulness).

### **RELIGION**

Daily prayer, Christian meditation and mindful meditation are an integral part of our Religious Education program.

#### **Lift Up Your Hearts**

In this unit, the students will explore prayer as a central component of our Catholic faith.

The students will further develop in understanding that:

- prayer is a way of communicating with God
- there are formal and informal ways to pray
- formal prayers and Church traditions have been passed down through the generations.



#### **Our Easter Journey**

In this unit, the students will deepen and expand their understanding of Lent, and the Life, Death and Resurrection of Jesus.



The students will grow in understanding that:

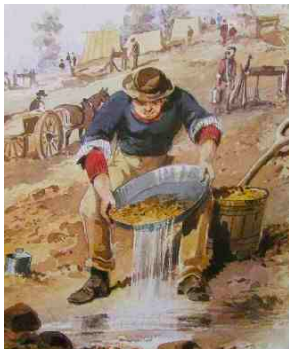
- Lent is a time for reflection on how we live and act to bring about healing and reconciliation
- There are similarities and differences between the 4 Gospel accounts of the Resurrection of Jesus
- Jesus' Resurrection continues to offer hope to Christians around the world.

## **INTEGRATED TOPIC**

### **'Squad Goals'**

The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking and how to respond if inappropriate content occurs
- engage in an online webinar focusing on reinforcing safe online behaviours.



### **'Eureka - Gold!'**

The students will:

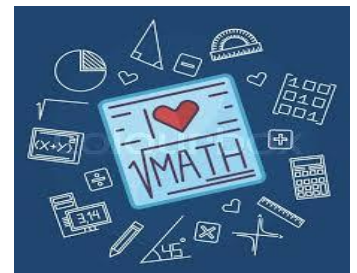
- explore the social, political and economic ramifications of the Gold Rush on the growing Victorian colony and specifically, the township of Melbourne
- investigate the time frame of major events of the Gold Rush and place them on a timeline
- identify the key outcomes of the Eureka Stockade
- understand how the effects of the Gold Rush contributed to the Federation of Australia.

This unit will continue to be studied throughout Term 2, culminating with our Year 5 and Year 6 School Camp to Log Cabin Camp in Creswick and visits to Sovereign Hill in Ballarat, where further valuable learning will occur. A camp information night will be held in Term 2 when further information will be forwarded to parents.

## **MATHEMATICS**

Units of work, based on the Victorian Curriculum, are planned to develop mathematical skills which relate to the four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning.

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 this term:

### **Number and Algebra**

- developing a 'Mathematical Mindset' by further developing mathematical thinking
- Place Value - estimating, rounding, recording, representing and ordering numbers into and beyond the hundreds of thousands, number patterns.

### **Measurement and Geometry**

- Time - comparing and converting between 12 and 24 hour time systems
- Length - choosing appropriate units of measurement for length, e.g. cm, mm, m
- Perimeter - calculating the perimeter of regular shapes.

## **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. This term, the students will study the book, 'Wonder', by R.J. Palacio, as part of our serial reading program.



### **Writing**

The students will be refining their narrative writing skills by focusing on the style, structure and vocabulary of this genre. The students will be given the opportunity to further develop their writing skills through the use of a Writer's Notebook, and proofread and edit their writing. 'Wonder' will be used throughout the term as a springboard for a range of writing activities, which include written responses to the text, visualisations, predictions and character studies.

### **Grammar**

The following understandings will be covered during weekly grammar lessons:

- the correct use of commas to enhance sentence structure
- the apostrophe of possession and its use with common and proper nouns.

### **Spelling**

The focus of the spelling lessons will include:

- learning about spelling patterns and apply spelling rules
- spelling a range of high frequency words and context specific topic words.

### **Handwriting**

Handwriting sessions each week will focus on correct letter formation, fluency and presentation.

### **Speaking & Listening**

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

- their participation 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, and reflecting on others' viewpoints.

## **LIBRARY**

This term in the library, the students will:

- borrow and scan their own books, choosing from the Fiction and Non-Fiction collection
- share their book preferences with others
- make book recommendations and provide reviews
- use the library collection as a resource for research

### **Library borrowing day is Thursday.**

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

Happy Reading!

## **SOCIAL and EMOTIONAL LEARNING - The Resilience Project (To be Edited)**

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.



The topics that will be covered this term are:

- 'Character Strengths' - identifying our own character strengths
- 'Spotting my strengths' - identifying and describing our character strengths
- 'Getting in touch with our emotions' - identifying and describing different emotions
- 'Empathy' - identifying and describing empathic behaviours
- 'Introduction into mindful bodies' - defining mindfulness
- 'Gratitude' - defining gratitude and reflecting on things for which we are grateful.

## **HOME LEARNING and STUDENT DIARIES**

The students are required to read each school night and to record this in their Student Diary. Other home learning may include additional Religious Education or Integrated Studies learning tasks. **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.**

## **DESIGN AND DIGITAL TECHNOLOGIES**

The students will be focusing on the development of key skills including:

- problem solving
- creativity
- critical analysis
- teamwork
- independent thinking
- initiative
- communication
- digital literacy.

The students will use a range of both technological and natural tools to explore the design and technology curriculum through a 'hands-on' approach. Their creativity and teamwork will be challenged through the use of open-ended problems to design and build the best solutions. The students will also be involved in learning tasks to expand on their 'coding' skills.

Sam Cassimatis

## **ITALIAN**

Ciao! (Hello!)

This term, the students will focus on Italian words and short phrases related to various countries and nationalities.

As revision plays a large part of any language program, students will regularly revise previous topics including Italian numbers, transportation, clothing, aspects of Italian culture and Italian phrases related to shopping. By doing this, students will continue to build on their Italian vocabulary.

A wide range of learning activities are utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Students are encouraged to regularly check their school email inbox for Google quizzes and other activities to support their learning.

Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

## **PHYSICAL EDUCATION**

Physical Education classes will be facilitated by a teacher from Kelly Sports. The focus will be on refining gross motor skills for soccer and athletics, in preparation for the Soccer Round Robin and our Twilight Sports Carnival.

## **PERFORMING ARTS**

The students will:

- explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects
- develop and practise the expressive elements of music through singing, playing instruments, improvising, arranging and composing
- listen to various styles of music from different cultures and discuss their influences, similarities and differences
- discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition
- compose and notate original music using traditional and non-traditional music notation
- learn new songs and sing in pitch using the elements of music to shape and enhance their performance
- compose and play songs on the ukulele using chords C, A minor, F and G



Simon Lewis

## **SCIENCE**

The key focus is Physical Science.

The students will:

- investigate how light from a source can form shadows and can be absorbed, reflected and refracted
- classify materials as transparent, opaque or translucent based on whether light passes through them or is absorbed
- recognise that the colour of an object depends on the properties of the object and the colour of the light source
- explore the use of mirrors to demonstrate the reflection of light.



Janelle Baldwin

## **VISUAL ARTS**

This term, the students will

- use the themes of 'Belonging' and 'Community' as inspiration to create photographic mosaic artworks
- explore the works of contemporary Sydney mosaic artist, Khaled Sabsabi
- research how to turn photographs into richly patterned mosaics and use this knowledge to create their own designs
- be supported to share and discuss their artistic choices and to present their finished artworks.

Megan Holmes

## **REMINDERS**

Monday:

- Physical Education - sport uniform to be worn

Tuesday:

- Performing Arts
- Italian

Wednesday:

- Visual Art
- Digital Technologies

Thursday:

- Science
- Library - no bag, no borrowing

Friday:

- Sport - sport uniform to be worn

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.

Sam Cassimatis





## Year 6 - 2021 Term 1 Overview



Welcome to the 2021 school year!

As the Year 6 teachers, we are excited to be working with, and supporting your child through their final year of primary school, and preparing them for secondary school. Through their leadership roles, the Year 6 students will be given many opportunities to model the school values of, 'I am a learner', 'I am a friend' and 'I am respectful'. They will be meeting regularly with their Prep buddies and they will be representing the school at several IDSSA sporting events this term, including the Soccer Round Robin and the 'Hooptime' basketball tournament.

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of approaches such as the Habits of Mind and the Growth Mindset, which help develop positive learning dispositions. The Four Capabilities from the Victorian Curriculum, Personal and Social, Ethical, Intercultural and Critical and Creative Thinking, will be taught explicitly in and through all learning areas. Through relevant, purposeful and age appropriate learning experiences, the students will be given opportunities to collaborate, to be creative, to think critically and to communicate effectively.

### **RELIGION**

Daily prayer, Christian meditation and mindful meditation are an integral part of our Religious Education program.

#### **Lift Up Your Hearts**

In this unit the students will explore prayer as a central component of our Catholic faith.

The students will further develop in understanding that:

- prayer is a way of communicating with God
- there are formal and informal ways to pray
- formal prayers and Church traditions have been passed down through the generations.



#### **Our Easter Journey**

In this unit the students will deepen and expand their understanding of Lent, and the Life, Death and Resurrection of Jesus.

The students will grow in understanding that:

- Lent is a time for reflection on how we live and act to bring about healing and reconciliation
- there are similarities and differences between the four Gospel accounts of the Resurrection of Jesus
- Jesus' Resurrection continues to offer hope to Christians around the world.



## **INTEGRATED TOPIC**

### **'Squad Goals'**

The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking, and how to respond if inappropriate content occurs
- engage in an online webinar through the Office of E-Safety, focusing on reiterating safe online behaviours.

### **'Eureka - Gold!'**

The students will:

- explore 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
- identify the key outcomes of the Eureka Stockade
- understand how the effects of the Gold Rush contributed to the Federation of Australia.

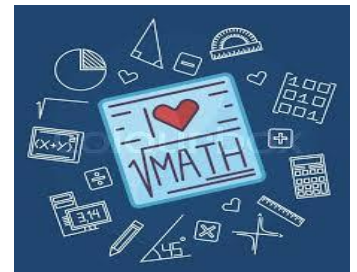


This unit will continue to be studied throughout Term 2, culminating with our Year 5 and Year 6 School Camp to Log Cabin Camp in Creswick and visits to Sovereign Hill in Ballarat, where further valuable learning will occur. A camp information night will be held in Term 2 when further information will be forwarded to parents.

## **MATHEMATICS**

Units of work, based on the Victorian Curriculum, are planned to develop mathematical skills which relate to the four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning.

Mathematics lessons begin with short, focused learning tasks which are planned to develop number sense, an essential component of Mathematics. These tasks can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.



The following topics will be covered:

### **Number and Algebra**

- developing a 'Mathematical Mindset' by further developing mathematical thinking
- Place Value - estimation, rounding, recording, representing and ordering numbers into and beyond the millions, number patterns, factors and multiples.

### **Measurement and Geometry**

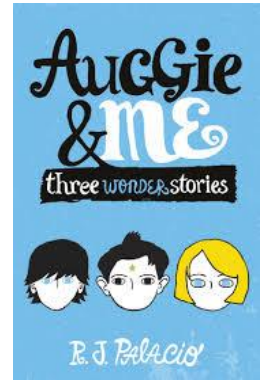
- Perimeter - calculating and comparing the perimeter of different shapes
- Area - calculating and comparing the area of regular and irregular shapes
- Time - interpreting timetables and measuring, calculating and comparing elapsed time.



## **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. This term, as a book study, the students will read 'Auggie and Me', by R.J. Palacio, as part of our serial reading program.



### **Writing**

The focus for this term will be on exploring different types of poetry and poetic devices and writing imaginative texts. The students will be supported to express their thoughts by composing their own prose based on different poetic structures. The serial reading text will also be used as a springboard for a range of writing activities which include written responses to the text, visualisations, predictions and character studies.

### ***Grammar and Spelling***

The students will:

- develop their word knowledge and general language skills
- further their understandings of grammatical terms and punctuation marks
- learn about spelling patterns and apply spelling rules
- work on correctly spelling a range of high frequency words and context specific topic words
- extend their vocabulary through a focus on spelling skills.

### ***Handwriting***

The students will:

- revise and practise correct letter formation, pen grip and hand positions
- explore and apply the different joins required in Victorian Modern Cursive
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

### **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.

## **LIBRARY**

This term in the library, the students will:

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The topics that will be covered this term are:

- My Gratitude - defining gratitude and recognising things we can be grateful for
- Empathy 101- defining empathy and developing strategies to show empathy to others
- Emotions are Essential - understanding how emotions vary in depth and strength
- How Mindful Am I? - identifying different strategies to be mindful
- 20 Things We Should Say More Often - recognising that positive words have an impact on others
- Empathy vs Sympathy - understanding the difference between empathy and sympathy.

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Sam Cassimatis

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Simon Lewis

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- explore the use of mirrors to demonstrate the reflection of light.



Janelle Baldwin

## **VISUAL ARTS**

This term, the students will:

- use the themes of 'Belonging' and 'Community' as inspiration to create artworks
- explore the works of artists and visual arts practices as inspiration to create artworks that express ideas and beliefs
- be supported to share and discuss their artistic choices and to present their finished artworks.

## **REMINDERS**

Monday:

- Physical Education - sport uniform to be worn

Tuesday:

- Performing Arts
- Italian

Wednesday:

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- Digital Technologies

Thursday:

- Science
- Library

Friday:

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## **CLASSROOM TEACHER CONTACT INFORMATION:**

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Marisa Sibillin and Megan Holmes