



Year 5 - 2024 Term 1 Overview

Welcome to the new school year! My goal is to create a classroom environment that supports the students' social, emotional and academic wellbeing, whilst challenging and inspiring them to engage with their learning, encouraging personal and academic growth.



Throughout this term, the students will be supported through a range of learning experiences that will further develop their Habits of Mind and the learning dispositions that lead to a Growth Mindset. This term, the Habits of Mind that the students will focus on are, '*Thinking Interdependently*' - working with and learning from others in reciprocal situations; '*Thinking About Your Thinking*' (*Metacognition*) - being aware of your own thinking, strategies and feelings; and '*Persisting*' - persisting with a task through to completion and trying a variety of different strategies instead of only one. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and they will be challenged to think 'outside the box' and use their experience and knowledge in a variety of ways.

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. Contemporary literacies will be used to encourage reflection, high-order thinking, Creativity, Critical thinking, Collaboration and Communication.

To highlight the importance of appropriate online behaviour, the students will again participate in the 'Inform and Empower Digital Safety and Wellbeing' program, which includes a live-streamed incursion each term. The students will also participate in a sports incursion focusing on hockey skills.

NAPLAN will also be held in Weeks 7 & 8 of this term, from March 13th to 22nd.

RELIGION

Daily prayer and regular Christian meditation led by the students, are an integral part of our Religious Education program.



Forgiveness and Healing - Reconciliation

The students will grow in understanding that:

- reconciliation is an important part of developing relationships
- through Jesus, we are shown how to be loving, compassionate and forgiving
- God is loving and forgiving, even when we do the wrong thing.



The Journey: Lent, Easter and Beyond

The students will grow in understanding that:

- the Scriptures are the story of the loving relationship between God and God's people
- the New Testament tells us the stories about Jesus and those who followed him
- the events in the last days of Jesus' life on Earth are remembered and commemorated by Christians all over the world.

INTEGRATED TOPIC

Better Together

The students will:

- explore the various groups we all belong to
- identify and describe the rights and responsibilities within the different groups we belong to, including our families, our school and our community
- learn and enact our School Values to help us become better learners and establish positive relationships with others
- understand and adopt the positive learning dispositions of the Habits of Mind and learn how a Growth Mindset supports us to approach new challenges and become lifelong learners
- identify and discuss behaviours that promote personal safety online
- participate in a cybersafety incursion, 'Keeping safe in Cyberspace - How to have fun and stay safe online!'.



Discovering Democracy

The students will:

- develop an understanding of the concept of 'democracy'
- learn about the rights and responsibilities of citizenship
- investigate the levels of government in Australia
- reflect on significant events in Australian history, including how voting rights for women and Indigenous Australians came about through social change.

This unit will continue to be studied throughout Term 2.



MATHEMATICS

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

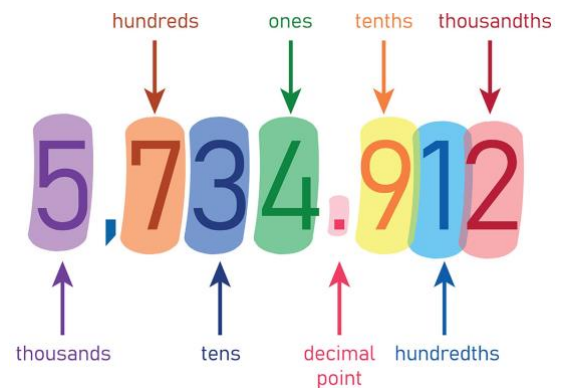
The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 5 students, *understanding* includes making connections between representations of numbers; *fluency* would include using estimation to check the reasonableness of answers to calculations; *problem-solving* would include creating and solving a range of problems using whole numbers; and *reasoning* would include explaining the strategies the student used to perform calculations efficiently.

The following topics will be covered this term:

Number

Place Value:

- reading and writing six-digit numbers and beyond
- identifying the value of digits within a number – e.g. 512,458 = 5 hundreds of thousands, 1 tens of thousands, 2 thousands, 4 hundreds, 5 tens and 8 ones
- renaming numbers using their digits - e.g. 2153 = 21 hundreds and 53 ones or 2 thousands, 153 ones etc.
- rounding numbers to the nearest 10, 100 or 1000
- adding and subtracting 3 or more digit numbers.



Measurement and Geometry

Shape:

- identifying 3D objects using their properties and connecting them with their 2D nets
- describing translations, reflections and rotations of two-dimensional shapes
- enlarging 2D shapes using a given scale and comparing the result to the original.

Statistics and Probability

Interpreting Graphs

- creating and interpreting column graphs, dot plots and tables
- suggesting questions that can be answered by a given data display and using the display to answer questions.



ENGLISH **Reading**

The students will be listening to and responding to novels. The students will be reading 'The Last Bamboo Stalk' as our focus class novel this term. The students will be prompted to engage with the story by asking and responding to questions, and further develop their comprehension by engaging in creative reading response lessons based on the texts. The students will be examining the features of narrative texts, looking carefully at examples to highlight the structures, vocabulary and plot development techniques that authors use. Students will also work to identify the main themes of these rich texts and relate them to their own lives.

Writing

The focus of this term is narrative and persuasive writing. The students will analyse various examples of narratives and persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own imaginative and persuasive texts, employing their knowledge of what makes an interesting narrative, such as plot and character development; and using their growing knowledge of what makes a strong persuasive text, such as the use of emotive language, compelling arguments and providing evidence to support their points of view.

The students will be encouraged to reread and edit their texts for appropriate structure, grammatical choices and punctuation.

Grammar and Punctuation

Each week the students will investigate an area of grammar or punctuation and then seek to include it in their own writing.

This term we will be exploring:

- ending punctuation - '.', '?', '!'
- sentence structures
- common and proper nouns
- adjectives.



Word Study

Spelling strategies will be developed through the year in order to assist the students to become independent and successful writers. The main spelling strategy is the CHIMP method. Each week there is a focus on a particular sound and the letters that represent that sound. The students will become more aware that they should use visual, sound, and meaning strategies to accurately spell words. The students will focus on the following sound patterns:

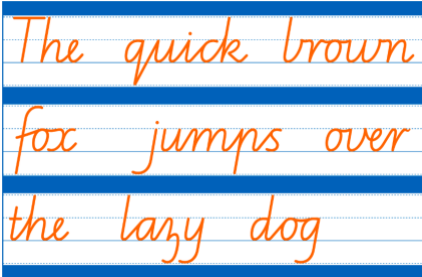
- 'b', 'bb' sound, as in 'balloon', 'ribbon'
- 'a' sound, as in 'apple'
- 'k', 'c', 'qu', 'ck', x 'ch' sound, as in 'kite', 'car', 'queen', 'sock', 'fox', 'school'
- 'e', 'ea' sound, as in 'egg', 'head'
- 'd', 'dd' sound, as in 'duck' and 'paddle'
- 'f', 'ff', 'ph' sound, as in 'fish', 'cliff', 'phone'
- 'o', 'a' and 'au' sound, as in 'orange', 'watch' and 'auto'
- 'i' sound, as in 'igloo'.

The students will practise spelling their words using the 'CHIMP' spelling method:

- CH - Chunk (break the word up into parts)
- I - Investigate (find out about the word, its meaning and related words)
- M - Memory screen (commit the word to memory by visualising it and writing it)
- P - Practise (write the word in a sentence).

Handwriting

This term students will focus on letter formation, direction, placement on lines of lower and upper case letters, as well as pencil grip and good writing posture. They will continue their revision and practice of Victorian Modern Cursive.



The students will focus on:

- diagonal joins
- horizontal joins
- touch joins
- joins to and from s
- joins to and from o
- joins to and from f
- speed loops.

Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The focus this term will be:

- continuing to develop their active listening skills
- explaining reasons for personal preferences when discussing and exploring texts
- comparing opinions about characters, events and settings, in and between texts
- communicating and expressing ideas.

LIBRARY

The theme that the students will focus on this term is, 'I Am a Reader', which aims to encourage all students to see themselves as competent and confident readers, who read a wide range of texts, for different purposes.

Through the planned learning experiences, the students will:

- reflect on their preferred types of texts, including novels, comic books and magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
- create a 'wish list' of books they would like to read in the future
- share how different books have made them feel
- make connections between texts and their own experiences, as well as to the wider world
- borrow and scan their books, choosing from fiction and non-fiction collections.



Library borrowing day is Wednesday - all students require their library bag to borrow.

Bernadette Healy

HOME LEARNING and STUDENT DIARIES

The students are required to read each school night and to record this in their Student Diary. They are also required to use their student diaries as an organisational tool and, at the beginning of each week, the students will record key events for the upcoming week. The students are required to have their diary signed by a parent or guardian each week **and submit their diary to their classroom teacher each Monday. Diaries are to be at school every day, as we use these as an integral learning tool.**

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'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 throughout the term.



The topics that will be covered this term are:

- 'Getting in touch with our emotions' - identifying and describing different emotions
- 'What is Gratitude' - defining gratitude and reflecting on things for which we are grateful
- 'Empathy is' - identifying and describing empathic behaviours
- 'Introduction into mindful bodies' - defining mindfulness
- 'Introduction to Character Strengths' - identifying character strengths
- 'Spotting my strengths' - identifying and describing our own character strengths
- 'Positive versus Negative Thinking' - understanding positive and negative thoughts
- 'The important book' - showing gratitude by reflecting on the things that are important
- 'Supporting others' - understanding the benefits of showing empathy.

DIGITAL and DESIGN TECHNOLOGIES



This term the students will start with a focus on online safety, looking at how to keep their information safe and how to behave appropriately while online or using technology. This will coincide with another year of taking part in the 'Inform and Empower Digital Safety and Wellbeing' program, including termly live streams.. The focus of 'Inform and Empower' this term is *digital footprints* and *public and permanent passwords*.

Then the focus will shift to the design curriculum as the students will learn about the design process and have the opportunity to use this process to create solutions to a given problem.

The students will:

- discuss strategies to protect their information online
- describe the meaning of 'consent' and how it relates to their actions and behaviours while online
- identify and explain the steps in the design process
- use the design process to design and make products and solutions to given problems.

Sam Cassimatis

VISUAL ARTS

This term the students will be learning about Cubism. They will be using stencils and guides to help them create an asymmetrical self-portrait with watercolour paints. The students will include a mix of different shapes and colours, they will also add features such as hair, shoulders and segmented shapes to make up the background. This topic will form part of the artworks that will be included in our school art show later this year.



Jules Brooks

ITALIAN

L'Aula Italiana (The Italian Classroom)

This term, the students will revise greetings and key phrases that will support them in everyday conversations in the classroom. The students will revise the days of the week and through this, be encouraged to share their interests and leisure activities which they do at home. Towards the end of the term, the students will also explore the Easter Tradition and make connections and comparisons between traditions in Italy, Australia and their own cultural backgrounds.



Signora Merola

PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The students will:

- learn how to create music using their body and collaborate with their peers to create a body percussion routine incorporating changes in tempo
- make choices about how to interpret graphic and conventional forms of notation
- vary the use of voice in Drama activities, for example, projection, dynamics and pace, to create and communicate characters' intentions
- experiment with empathy to develop characters and relationships in Drama.



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- continue to learn about the importance of physical activity and further explore other benefits that can contribute towards a healthy life
- revisit and refine locomotor skills by demonstrating these skills when participating in cricket and soccer games and activities
- continue to develop their collaborative and interpersonal skills by demonstrating teamwork skills in game situations, whilst practising the fundamental motor skills of *catching*, *overarm throw*, *two-handed side-arm strike*, *dodge* and *kicking*, as well as their spatial awareness in a game environment.

Coach Bruno

SCIENCE

This term, the students will begin by exploring the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will further develop and consolidate collaborative skills and a shared scientific language and mindset.

The students will continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Chemical Science. The students will:

- understand that properties of materials influence their use
- identify physical and chemical changes to materials
- investigate how physical changes to materials are usually reversible, such as melting, freezing or evaporating, and chemical changes are mostly irreversible such as in cooking, burning or rusting.



Janelle Baldwin

REMINDERS

Monday:

- Diary handed in

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Visual Arts - art smocks are required
- Library - library bags are required for borrowing

Thursday:

- Huff and Puff 8:55 - 9:05am
- Science
- Digital Technologies

Friday:

- Physical Education - 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.