



Year 5 - 2024 Term 2 Overview

Ready for Term 2! My continued goal is to create and maintain 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 incorporate the use of contemporary learning tools such as the Habits of Mind (HoM) and the learning dispositions that lead to a Growth Mindset. This term the HoM we will be focusing on are 'Questioning and Posing Problems' (finding problems to solve, developing a questioning approach and identifying strategies to find solutions), 'Thinking Flexibly' (being able to change perspectives, generate alternatives, consider options), and 'Managing Impulsivity' (thinking before acting, remaining calm, thoughtful and deliberate). Learning tasks will also embed the '4 Cs of 21st-century learning' - Critical thinking, Creativity, Collaboration and Communication; to encourage reflection and further develop students' high-order thinking. The four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas.



These tools align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum. As a part of these learning opportunities, the students have already participated in the Life Education Program, completing a unit of work that focused on the decision-making process and how drugs, including alcohol, can change our bodies and impact our judgement and decision-making skills. The students will participate in an online incursion from 'Inform and Empower Digital Safety and Wellbeing' program. The students will also particip[ate in They will also be participating in the Interschool sports program this term. The sports the students will be playing are either Netball or Teeball. An excursion to the National Gallery Victoria has also been planned, where the students will participate in the *Colony to Nation* program, aligned to the 'Discovering Democracy' integrated curriculum unit.

RELIGION

Daily prayer, regular Christian meditation led by the students and liturgical celebrations are integral parts of our Religious Education program.



The Presence of the Spirit

The students will grow in understanding:

- the story of Pentecost and the roles of the Holy Spirit, the apostles and Mary
- the significance of Pentecost for the development of the early Church, and Christians' lives today
- the qualities of a Spirit-filled person
- the connections between themselves, Mary and other Spirit-filled people.

Sacraments of the Church

The students will grow in understanding that:

- there are seven sacred rituals of the Catholic Church called sacraments
- the sacraments reflect Jesus's life and ministry and unite the church community through common beliefs and faith
- the sacraments are categorised in 3 different ways; initiation, healing and service of community.

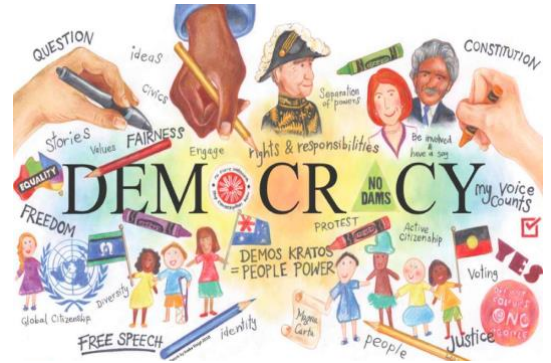
INTEGRATED TOPIC

Discovering Democracy

This unit continues from Term 1.

The students will continue to:

- 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 the significance of Federation in Australian history.

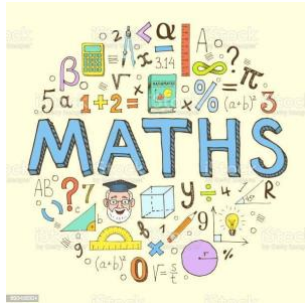


An excursion to the National Gallery Victoria has been planned.

The students will participate in the *Colony to Nation* program which links history and Australian artwork of the period to extend their understanding of the development of Australia before and after Federation.

MATHEMATICS

Developing 'number sense' and a 'Mathematical Mindset', are essential components of learning in Mathematics. Every lesson will begin with a short activity that engages the students, tunes them into the learning, and further develops mathematical thinking. This can include the revision of multiplication facts (up 10 x 10), 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 that the most efficient ways to calculate, such as rounding and compensating, are based on using place value; *fluency* would include being able to represent whole numbers using appropriate materials, to justify choices of calculation strategies; *problem-solving* would include representing calculations using materials, equations, empty number lines, diagrams and written algorithms; and *reasoning* would include understanding that calculations can be made mentally, in written form or using digital technology, and it is important to choose appropriately from these methods to

meet the demands of the situation.

The following topics will be covered this term:

Number

Addition and Subtraction

The students will:

- revise and practise formal written algorithms with 5- and 6-digit numbers (and beyond)
- use estimation strategies and mental calculations to check answers for 'sense'.

Multiplication and Division

The students will:

- use known multiplication facts to calculate related division facts
- explore techniques for solving multiplication such as the area model, the Italian lattice method and the partitioning of numbers
- incorporate the use of suitable technologies such as calculators, to develop mental strategies and estimation skills
- solve problems involving division by a one-digit number, including those that result in a remainder
- identify and describe factors and multiples of whole numbers and use them to solve problems.

Fractions and Decimals:

The students will:

- explain the relationship between the numerator and the denominator
- order fractions on a number line using the numerator and denominator
- add and subtract fractions with the same denominator
- recognise and use decimal numbers to thousandths and beyond to solve problems
- order decimal numbers using a number line.

Measurement and Geometry

Length, Perimeter and Area

The students will:

- choose appropriate units of measurement to measure an object or distance, e.g. metres for a basketball court
- identify the length and width of a variety of shapes
- calculate the perimeter of a variety of shapes
- apply the correct formula (length x width) to calculate the area of a variety of regular shapes
- calculate unknown side lengths using given information, by applying their knowledge of known shape properties.

Time

The students will:

- compare 12- and 24-hour time systems and convert between them.

Statistics and Probability

Chance and Probability

The students will:

- investigate the probabilities of all outcomes for a simple chance experiment
- recognise that probabilities range from 0 to 1.

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. Students will study the novel, *'The Grandest Bookshop in the World'*, by Amelia Mellor, as part of serial reading. There will be a focus on further developing effective reading strategies and comprehension skills, enabling them to locate literal and inferential information, make evaluative judgements and reflect on the different viewpoints represented. Through the story and other learning activities, the students will learn about one of the most unique and famous bookstores in the world that once existed right here in Melbourne.

Writing

The focus of this term is informative and transactional writing. The students will analyse various examples of information texts, identifying the main parts and key language features. They will be given opportunities to practise notetaking and identifying the important information in a text, before using these skills to write their own information texts.

In exploring transactional writing, the students will compose letters for different purposes, following the structure of these texts. The students will continue being supported to reread and edit their texts for appropriate structure, spelling, grammatical choices and punctuation.

Grammar & Punctuation

The students will:

- continue to practise correct sentence structure, with a focus on simple and compound sentences
- understand the use of co-ordinating conjunctions in a compound sentence
- Identify the difference between main and subordinate clauses in a complex sentence
- understand how to use the apostrophe of possession.



Word Study

Each week there will be a focus on a particular sound and the letters that represent that sound. There will also be an emphasis on word meaning and vocabulary development, and using the words in context.

This term, the students will be focusing on the following letter/spelling sounds:

- 'f', 'ff', and 'ph' sound as in fish, cliff, phone
- 'o' 'a' as in orange and watch
- 'g' and 'gg' as in girl and egg
- 'u' and 'o' as in umbrella and monkey
- 'h' as in house
- 'ai', 'ay' 'a_e' and 'a' as in snail, hay, cake and lady
- 'l' and 'll' as in lizard and bell
- 'ee', 'e', 'ea', 'y' and 'ey' as in bee, me, seat, baby and money
- 'm' and 'mm' and 'mb' as in moon, hammer and thumb
- 'i_e', 'y', 'igh', 'i' and 'ie' as in ice-cream, fly, night, spider and pie.

Handwriting

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
- explore and apply diagonal and horizontal joins
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

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
- interpreting ideas and information from spoken texts
- listening for key ideas in order to use, share and extend their initial ideas and thinking
- communicating and expressing ideas.

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:

- '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.
- 'Lights, Camera, Action' - explaining the benefits of showing empathy and kindness
- 'The Human Camera' - focusing on being present in the moment
- 'Regulating Emotions' - recognising positive and negative emotions and how to manage them.

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 their focus spelling words and any 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.**



LIBRARY

This term, the students will be immersed in an author study of children's fiction writer, David Walliams and his books.

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

- reading and writing skills
- critical thinking skills
- information literacy skills
- sense of themselves as belonging to a community of readers.

The students will:

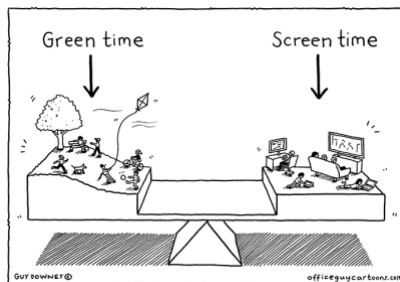
- discuss and compare literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- identify how the text and accompanying illustrations work together to tell a complete story
- compare and contrast different works by the author
- research information about the author
- share recommendations and responses about what they are currently reading.



This term, the students will continue to borrow and scan their own books, choosing from the fiction and non-fiction collections.

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

Bernadette Healy



TECHNOLOGIES

The focus for Digital Technologies will align with the 'Inform and Empower' digital safety program. These include balancing screen time, building healthy relationships with technology and understanding why technology can be addictive.

As a part of the unit, students will also continue to use their knowledge of the design process to solve a given problem. To finish the term, students will learn about the binary system and how computers use it to communicate.

The students will:

- describe the impacts of too much screen time
- identify 'green time' activities that they can integrate into their weeks to balance 'screen time'
- use the design process to plan, create and reflect on a solution to a given problem
- understand binary code as a two-digit system for representing and storing data.

Sam Cassimatis

VISUAL ARTS

Continuing on from Term 1, the students will explore the history of Australia from first contact to Federation, through artworks. They will discuss significant events in Australian history; in particular the arrival of the British. Together, they will analyse themes, concepts and ideas in Australian artworks from different times and cultures, identifying and connecting specific artworks to a wider historical, cultural and social context. Through this learning, they will create their own artworks using these historical references through painting, collage and scratch art.

Jules Brooks



ITALIAN

This term the students will revise their understanding of the days of the week, discussing their weekly routines and pastimes. Through this, the students will learn about the irregular verb *fare* (to do) as well as other pastime verbs (e.g. *nuotare*: to swim), and use these to form simple sentences about their hobbies, pastimes and interests. The students will learn this through games, listening comprehension tasks and artistic activities.



The students will also learn to follow simple Italian oral instructions and visual prompts to create paper art. During the term, they will also prepare for and participate in Italian Day, where they will deepen their understanding of Italian culture and art.

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:

- create a class composition using beat, rhythm and improvisation on the D minor scale
- improvise to a drone using a minor pentatonic scale
- continue to develop their role-playing abilities in a monologue assignment where they will be required to think, act, and perform in a role
- explore physical, fictional and emotional spaces to create characters, situations and imagined feelings.

Karil Torcasio

PHYSICAL EDUCATION

Throughout the term, the students will engage in comprehensive netball training sessions designed to build on their existing skills and introduce new techniques. They will focus on individual improvement and team dynamics, including identifying and demonstrating fair and honest sporting behaviours.

In addition to netball, students will dedicate time to preparing for the cross-country event, developing an understanding that endurance and fitness levels can be improved through participation in training.

Coach Bruno

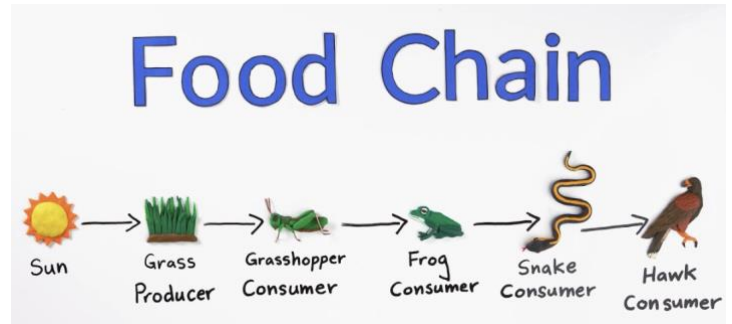


SCIENCE

The focus this term is on Biological Sciences.

The students will:

- compare and contrast a variety of different life cycles
- describe the needs of living things and investigate some ways they depend on the environment to survive
- explore how humans can use the natural features of the environment in a survival situation
- create food chains to show energy flows in the environment
- investigate the special relationship between flowers and bees and explore how bees are important for the survival of a variety of other living things.



Janelle Baldwin

REMINDERS

Monday:

- Assembly
- Students to bring diaries in

Tuesday:

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

Wednesday:

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

Thursday:

- Huff N Puff 8.55-9.05am
- Science

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.