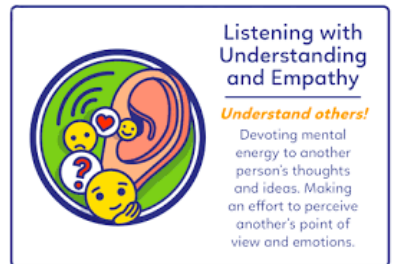




Year 5 - 2025 Term 2 Overview

Ready for Term 2! Welcome to an exciting term of learning that awaits us. During Term 2, we aim to maintain a classroom environment that supports the students' social, emotional and academic wellbeing while challenging and inspiring them to engage with their learning, encouraging personal and academic growth.

Throughout this term, the students will be supported through various learning experiences incorporating contemporary tools, such as the Habits of Mind, an identified set of 16 problem-solving, life-related skills, and the learning dispositions leading to a Growth Mindset. The Habits of Mind that the students will focus on this term are 'Gathering Data through all Senses', and 'Listening with Understanding and Empathy'.



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 encouraged to engage in the world around them in a variety of ways, as well as supported to think about the impact the choices they make are having on others and their environment.

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).

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 Year 5 and Year 6 students will participate in the IDSSA Interschool Sports competition in AFL 9's and Mixed Netball. These games will be played each Friday for the whole of the term. Other wonderful events the students will have the opportunity to participate in this term include the National Simultaneous Storytelling event and, for selected students, the Ivanhoe District Cross Country. We also look forward to an excursion to the State Library of Victoria and Captain Cook's Cottage, helping us make connections with our Integrated Studies unit, 'Eureka! Gold!'. The students will also begin preparing for Year 5 and Year 6 Camp to Ballarat later this term.

RELIGION



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

Treasuring the Scriptures

In this unit, the students will understand that the Scriptures are an important facet of the Catholic faith as they contain the word of God and stories about the life of Jesus.

God's Chosen People: The Story Begins

In this unit, the students will explore the stories of the Old Testament, in particular the relationship and promises between the Hebrew people and God.



INTEGRATED TOPIC

Eureka - Gold!

Continuing on from Term 1, the students will continue to:

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



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 process. This can include revising multiplication and division facts and connecting to other content strands in mathematics.

Alongside this, each Maths session will include a 'Daily Review'. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory and 'recall' them in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year Five students, *understanding* would include making connections between related fractions, decimals and probability; *fluency* would include carry out procedures flexibly and accurately recalling concepts readily; *problem-solving* would include using a range of strategies to explain their mathematical thinking; and *reasoning* would include connecting three-dimensional objects with their two-dimensional shapes and describing transformations.

The following topics will be covered this term:

Number

Fractions

- compare and order common unit fractions and locate and represent them on a number line
- investigate strategies to solve problems involving the addition and subtraction of fractions with the same denominator.

Decimals

- recognise that the place value system can be extended beyond hundredths
- compare, order and represent decimals.



Measurement

Shape

- identify, compare and describe prisms and pyramids
- connect three-dimensional objects with their nets and other two-dimensional representations.

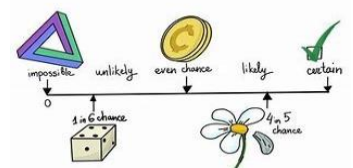
Space

Location

- use a grid-reference system to describe locations
- describe routes using landmarks and directional language.

Probability

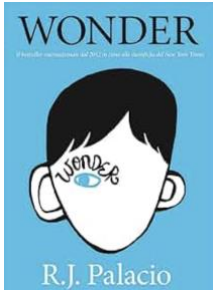
- list outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions
- recognise that probabilities range from 0 to 1.



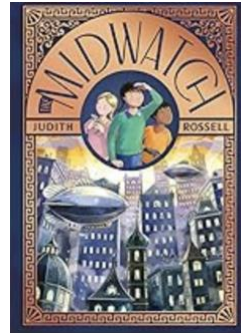
ENGLISH

Each English session will commence with a 'Daily Review' of key English language and literacy skills. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory and 'recall' them in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

Reading



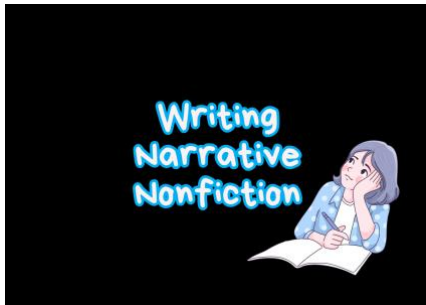
The students will continue to be involved in the whole class, as well as small group and individual reading skills activities. A strong focus will be on further developing effective reading strategies and comprehension skills, enabling the students to think beyond and about texts. As part of serial reading, the students will summarise sections of the text, evaluate character choices, analyse text features and critically review the text's effectiveness to entertain readers. The students in Year 4/5 will read 'Midwatch' by Judith Rossell, and the students in Year 5/6 will continue to read 'Wonder' by R. J. Palacio.



Writing

This term, the students will be investigating and composing:

- explanatory texts - researching and explaining a subject, action or event, providing information about how something works or happens.
- factual recounts - analysing various examples of factual recounts, identifying the main parts and key language features
- non-fiction narratives - identifying the historical context in which they were written, creating their texts, using their growing knowledge of historical events and including sensory details to paint rich pictures for readers
- poetry - analysing, identifying and applying different poetic structures to compose poems.



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

Grammar & Punctuation

The students will:

- continue to use quotation marks to signal dialogue in written texts accurately
- explore complex sentences to understand clauses for effect (independent and dependent)
- investigate the multiple usages of commas.

Word Study

Each week, the students focus on a particular sound and the letters that represent that sound. They will become more aware of the need to use visual, sound and meaning strategies to spell words accurately. A spelling pre-test will occur each Monday morning - students will have a focus list of 8 words which will be tested through a post-test each Friday.

The students will be focusing on the following letter/spelling sounds:

- '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', '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

Weekly handwriting sessions will continue to focus on consistent and correct letter formation, fluency and presentation.

Speaking & Listening

The students will:

- continue to participate in a fortnightly 'Strain Your Brain' presentation on a given topic, which will be completed as home learning and presented during class time
- select specific vocabulary and use it when delivering short presentations.

Library borrowing day is Thursday.

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 revising and consolidating knowledge of the multiplication facts or spelling words (website links to support this learning are listed on the Google Classroom should students wish to use), and additional Religious Education or Integrated Studies learning tasks. The students' spelling lists are on their Google Classroom, with some additional, optional tasks that students may choose to complete to learn their spelling words.

Strain Your Brain - students will follow a fortnightly schedule for this speaking and listening task. Please see the Google Classroom (also sent home in hard copy) for further details.

We ask that parents sign the diaries each week. Diaries will be checked each **Monday** by the classroom teacher. **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:

- *'Recognising and Recalling Positive emotions'*
- *'Empathy is...'*
- *'Empathy and Kindness'*
- *'Grateful for my friends'*
- *'Spreading Good Thoughts'*
- *'Mindful Meditation vs Mindful Activity'*.



DIGITAL TECHNOLOGIES

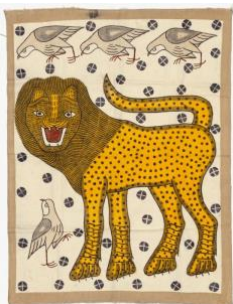
The students will further explore the topics covered in the school's 'Inform and Empower Digital Safety and Wellbeing' Program. The topics covered will include

- healthy Digital Habits
- our relationship with phones, balancing screen time & green time, sleep habits, addictive design features of games & apps
- thinking critically about how tech makes us feel.

In addition, students will investigate how data is represented in digital systems. They will explore binary numbers through pixel-based image creation to help understand the purpose and functionality of binary, how information is represented internally in digital systems and the operations that can be performed on it.



Brad Sacco



VISUAL ARTS

The students will focus on pattern and line. They will learn how to identify how artists use different types of line to create effect. They will experiment with the effects of variation in line width and density. With these skills students will create a bold, linear animal drawing of their choice. They will also develop self portraits. Students will analyse and interpret how artists in the 'WHO ARE YOU' exhibition at NGV use materials, techniques, technologies and processes to realise their intentions in their work.

Julienne Brooks

ITALIAN

This term, the students will revise the names of different family members, including members of their extended family, and create a family tree. They will also describe family members using adjectives. The students will revise feminine and masculine pronouns and practise changing these pronouns depending on the nouns used. Later in the term, they will explore Italian cards and learn to play the classic Italian game, 'Scoppa'.



Signora Lauren



PERFORMING ARTS

The students will continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in drama and music, along with their creative expression, communication and collaboration skills.

The students will:

- continue to develop self-confidence through practice, rehearsal and presentation of music and drama
- develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing
- learn Solfege (a set of syllables to represent the different pitches of a musical scale) to help understand music and develop their singing skills
- participate in activities where they will explore Expressive Skills and Role Play in drama.

Karil Torcasio

PHYSICAL EDUCATION

The students will advance their Physical Education development through a range of activities designed to enhance their athletic abilities, teamwork, and interschool sports competitive readiness.

The students will:

- build self-confidence through progressive skill development, structured training, and competitive game scenarios in team sports
- develop and refine technical skills in movement, coordination, and sport-specific techniques, applying strategic decision-making in gameplay
- advance their skills in Australian Rules Football and Soccer, focusing on precision in ball control, tactical positioning, and team-based strategies in preparation for interschool matches
- engage in cooperative drills and modified games emphasising communication, leadership, and fair play in a competitive environment.

Coach Bruno



SCIENCE

The focus this term is on Biological Sciences.

The students will:

- investigate and compare the life cycles of different living things
- identify the structural adaptations which help living things grow and survive.

Janelle Baldwin

CLASSROOM TEACHER CONTACT INFORMATION:

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

REMINDERS

Monday:

- Diaries submitted to teacher - signed by a parent or guardian - previous week's reading recorded
- Spelling pre-test
- Assembly 2:45pm - see school calendar for dates

Tuesday:

- Performing Arts
- Italian
- Physical Education - students wear sports uniform

Wednesday:

- Visual Arts
- Digital Technology

Thursday:

- Science
- Library - library bags are required for borrowing

Friday:

- Spelling post-test
- Interschool Sport - students are to wear sports uniform

Students will need to look at the 'Strain Your Brain' schedule to check which day they are to present each fortnight.

IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

<u>Date</u>	<u>Activity</u>	<u>Time</u>	<u>Place</u>
May 5	Whole School Assembly	2.45pm	MIPS Hall
May 7	Mother's Day stall		MIPS Hall
May 8	Basketball Program Session #1	Class sessions	MIPS
May 9	Interschool Sport v Alphington Grammar School	11-1pm	AWAY
May 11	Happy Mother's Day!		
May 12	IDSSA Cross Country - selected Year 3-6 students		
May 12	Year Prep 2026 interviews		
May 13	Year 5 and Year 6 Camp information evening	6.30pm	
May 14	Year Prep 2026 interviews		
May 14	Year 5&6 Excursion to The State Library of Victoria and Captain Cook's Cottage	All day	Melbourne
May 15	Basketball Program Session #2	Class sessions	MIPS
May 19	Whole School Assembly	2.45pm	MIPS Hall
May 21	National Simultaneous Storytime	12pm	MIPS Classrooms
May 22	Basketball Program Session #3	Class sessions	MIPS

May 23	Interschool Sport v Ivanhoe Primary	11-1pm	HOME
May 26	Whole School Assembly	2.45pm	MIPS Hall
May 29	Basketball Program Session #4	Class sessions	MIPS
May 30	Interschool Sport v Ivanhoe East Primary	11-1pm	AWAY
June 2	Whole School Assembly	2.45pm	MIPS Hall
June 6	Interschool Sport v St Anthony's	11-1pm	HOME
June 9	King's Birthday Public Holiday - no school		
June 10-11	Year 5 and Year 6 Camp	Two days	Ballarat
June 12	SAC Meeting	7pm	Board room
June 13	Interschool Sport v Buckley House	11-1pm	HOME
June 16	Whole School Assembly	2.45pm	MIPS Hall
June 18	Year 3 and Year 4/5 class mass	9.15am	M.I. Church
June 20	Interschool Sport v St John's	11-1pm	HOME
June 20	PA Trivia Night	TBA	
June 23	Whole School Assembly	2.45pm	MIPS Hall
June 24	School Photos	Morning	
June 25	Year Prep and Year 5/6 class mass	9.15am	M.I. Church
June 27	Interschool Sport FINALS - TBA	TBA	TBA
June 27	Semester 1 Reports sent home		
June 28	Sacrament of First Communion	5.30pm	M.I. Church
June 29	Sacrament of First Communion	10am	M.I. Church
June 30	Whole School Assembly	2.45pm	MIPS Hall
July 1	Parent/Teacher Conferences - Students dismissed 1pm	1.30-8pm	Classrooms
July 2	SRC Movie Afternoon	1.30pm	Classrooms
July 2	Parent/Teacher Conferences	4-6pm	Classrooms
July 4	End of Term 2 - Students dismissed 1pm	1pm	