



## Year 5 - 2025 Term 3 Overview

This term in Year 5 is going to be jam-packed and exciting! The students will be continuing to participate in the Interschool Sport program on Fridays, playing in Touch Football; and selected students will also be representing MIPS at the IDSSA Athletics Carnival and the 'Hoop Time' basketball round robin, both in August.



Science Week will be happening towards the end of the term and the focus this year is, 'Decoding the universe - exploring the unknown with nature's hidden language'. We will be celebrating Science Week with an incursion of the Science Dome as well as a Science activity day and Science dress-up day. We also have Book Week, with this year's theme being

'Book an adventure', where as a whole school we will be 'going on an adventure'. This term will also see the performance of our whole school production! We have been waiting in anticipation to see our MIPS students' creative work in Performing Arts come together in this showcase production. Our Integrated Studies unit will be 'Nature to Nourish', with students participating in a 'Taste and Learn' unit linked to Health and Design Technology.



Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of contemporary approaches such as the Habits of Mind and the learning dispositions that lead to a Growth Mindset. The Habits of Mind that will be focused on this term include, 'Remaining open to continuous learning', 'Responding with wonderment and awe', and 'Taking Responsible Risks'. 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 ask questions when unsure,

be adventurous and try new things, take in the beauty of the world around them and think of solutions to keep it beautiful. These learning 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). Contemporary literacies will be used in order to encourage reflection, higher-order thinking, creativity, critical thinking and collaboration.



Our Inform and Empower incursion for the term is Cyberbullying. We will explore strategies for being an upstander as well as how and where to seek help. We will also discuss the importance of consent in online interactions.

### **RELIGION**

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

### **Stewards of Creation**

This unit focuses on the Creation Stories in Genesis and our responsibilities as God's representatives on Earth to take care of everything He created.





## The Great Southern Land

This unit continues the Stewards of Creation theme through a focus on the First Nations People of Australia and their beliefs and practices.

### INTEGRATED TOPIC

#### 'Stop, Collaborate and Listen!'

As part of this unit, the students will be participating in the 'Taste and Learn' program, which has been developed by the CSIRO. This program will provide students with age-appropriate activities and hands-on experiences that will help them build knowledge, awareness and enjoyment of healthy foods, with a strong focus on vegetables, in order to impact their health and wellbeing positively.



Throughout the unit, the students will:

- increase knowledge and familiarity with less common vegetables
- increase knowledge about growing and preparing vegetables
- develop awareness of cultural diversity in food and vegetable preferences
- build vocabulary around how food preparation affects the sensory characteristics of vegetables
- understand how appearance influences food choices
- become more open to trying culturally diverse vegetables and foods
- design, develop and present a recipe using the given criteria.



Our school is also lucky enough to be taking part in Dairy Australia's *Picasso Cows* program, which will be taking the students on a deep dive into the Australian Dairy Industry. From its health and nutritional benefits to life on the dairy farm, all the way to how milk ends up in their lunchboxes, they'll learn it all in a hands-on way. And the best part? They'll transform a life-size fibreglass cow into a masterpiece of their own design!

### 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 carrying out procedures flexibly and accurately recalling concepts readily; *problem-solving* would include using a range of strategies to explain their mathematical thinking when solving worded problems; and *reasoning* would include describing transformations using simple mathematical language.

The following topics will be covered this term:

## Number

Fractions

Decimals

## Measurement

Angles

## Space

Location

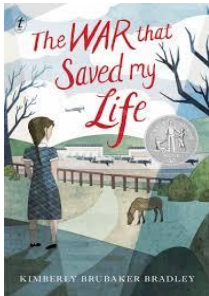
Transformations

## Probability

## ENGLISH

### Reading

Throughout the term, the students will continue to participate 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 information and make inferences and evaluative judgements. To integrate the learning, there will be a strong focus on reading texts to extend the students' knowledge and understanding of food and food production, and the importance of applying sustainable practices. The students will start a new class novel this semester: in Year 5B we will be reading 'The War That Saved My Life' by Kimberly Brubaker Bradley. Year 5S will complete the text 'Midwatch,' then begin reading a new book titled, 'Withering-by-Sea' by Judith Rossell.



### Writing

This term, the students will investigate the structures of information reports. They will write and present detailed information reports in poster and Google Slides formats. The students will be developing and refining their research and note-taking skills and learning about how to present information using the structure of an information report. The students will prepare a presentation to demonstrate their learning about a chosen topic.

### Grammar & Punctuation

The students will:

- continue to practise correct sentence structure, with a focus on simple and compound sentences
- identify the difference between main and subordinate clauses in a complex sentence
- understand and use noun groups and adjective groups to create more meaning in their writing.

### 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.

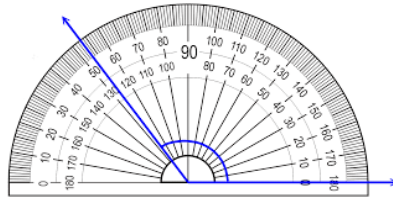
The sounds we will be focusing on this term include:

- 'i\_e', 'y', 'igh', 'i', 'ie' as in *icecream, fly, night, spider, pie*
- 'n' 'nn' 'kn' as in *net, dinner, knife*
- 'n' 'ng' as in *ring, wink*
- long o 'oa' 'o-e' 'ow' 'o' as in *boat, rose, window, comb*
- 'p' 'pp' as in *pig, slipper*
- 'r' 'rr' 'wr' as in *robot, carrot, wrist*
- 'ar' 'a' as in *star, glass*
- 'ir' 'ur' 'or' 'er' as in *bird, nurse, world, fern*
- 't' 'tt' as in *tiger, button.*



## 2D and 3D

 Triangle	 Pyramid	 Cone
 Circle	 Sphere	
 Square	 Cube	
 Rectangle	 Cuboid	





## *Handwriting*

Handwriting sessions each week will focus on correct letter formation, fluency and legibility. The students will also continue to focus on adjusting the size of their writing for consistency.

## **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 with Mrs C.**

## **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. Bernadette Healy will be leading the Year 5 Resilience Project lessons.

The topics that will be covered this term are:

- Spreading good thoughts
- Mindful meditation vs mindful activity
- Human camera
- I notice, I feel, I can
- Catastrophe scale
- The important book



## **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:

- navigating uncomfortable situations
- being an upstander
- help-seeking strategies.

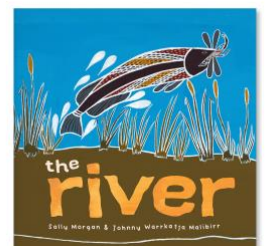


In addition, the students will be investigating how to program a simple digital solution. They will focus on identifying user needs and working collaboratively to develop a user story, followed by designing and implementing a digital solution.

Brad Sacco

## **VISUAL ARTS**

The students will start with a focus on Indigenous Art, as a link to NAIDOC week. They will read the book, 'The River', by Aboriginal author and illustrator Sally Morgan. This book looks at the different lines, patterns and colours used in Indigenous Art. The students will use oil pastels to create their own Australian animal, using bright colours and patterns. Following on from this, they will create a self-portrait, entitled 'The Essence of Me', inspired by Indigenous artist Vincent Namatjira.



The students will also:

- define the term 'self-portrait' and discuss why artists produce self-portraits
- compare and contrast the different types of self-portraits that artists produce
- examine an example of Pop Art portraiture by Andy Warhol and present a range of interpretations of the subject matter based on their ideas, observations and imagination
- create a self-portrait in the style of Andy Warhol.

Julienne Brooks

## 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 them), and additional Religious Education or Integrated Studies learning tasks. 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.**

If your child has misplaced or left their diary at school they can access the weekly calendar of events and any other important information from their Google Classroom. This is updated weekly for you to keep up to date with what is happening at school.

## ITALIAN

This term, the students will revise their Italian skills by learning about 'i giorni della settimana' (days of the week), 'i mesi dell'anno' (months of the year) and 'le stagioni' (the seasons). They will practise asking and answering questions about their favourite seasons, helping them describe preferences and opinions in Italian.

The students will also cover topics related to 'il compleanno' (birthday) and 'il tempo' (weather), including how to understand and give a simple 'bollettino meteo' (weather report). To enrich cultural awareness, they will explore 'La Festa del Papà' (Father's Day).

These topics will guide students in developing conversational skills and a broader understanding of the Italian language and culture.

Signora Lauren

## PERFORMING ARTS

This term, our main focus will be preparing the students for their upcoming Performing Arts Concert. The students will:

- practice both individual and group rehearsal techniques to refine their performances
- explore key aspects of stagecraft to enhance stage presence and overall performance quality
- develop vocal and instrumental skills by working on rhythmic and melodic patterns, phrases, and melodies
- incorporate production elements such as music, dance, costumes, and props to enrich their performance where appropriate
- engage in a fun, collaborative, and rewarding creative process.



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 scenarios in Touch Football and Athletics.
- develop and refine technical skills in movement, coordination and sport-specific techniques, applying strategic decision-making in gameplay and individual performances.

### *Touch Football:*

The students will:

- master advanced passing techniques (spin passes, switches) and evasive running under pressure
- implement tactical plays, defensive structures and transition strategies in game scenarios
- enhance leadership and communication through captaincy roles and team-based decision-making.

### *Athletics:*

The students will:

- Shot Put: refine the glide or rotational technique, focusing on power transfer and release mechanics
- High Jump: refine the 'Fosbury Flop' approach, emphasising approach speed, take-off and bar clearance
- Discus Throw: develop advanced spin technique, balance and kinetic sequencing for optimal distance
- Sprints & Relays: fine-tune starting block techniques, acceleration phases and baton exchanges for competitive racing.

Coach Bruno

## **SCIENCE**

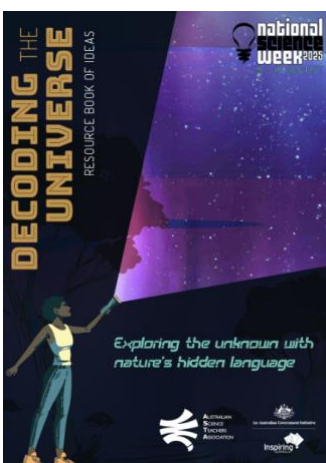
The focus this term is on Earth and Space Sciences.

The students will:

- describe that Earth is part of a system of planets and other celestial objects that orbit a star
- investigate Earth as a component of the Solar System
- research and compare the planets, including their size, composition and relative distances from the Sun.



The students will also celebrate National Science Week in August. This year's theme is '*Decoding the Universe – Exploring the unknown with nature's hidden language*'. Throughout this week, the students will participate in a whole-school Science Week Activity Day, and an incursion inside the visiting 'Science Discovery Dome'.



We are also having a Science Week Dress Up Day this year - students can come dressed in the 'Universe' theme - as their favourite space scientist, as an astronaut, as a rocket or space rover, as a planet or solar system, as a star or an asteroid belt - the possibilities are endless! I look forward to seeing their dress-ups at our Science Week dress-up assembly at 9am on Thursday August 21. Parents are welcome to attend.

Janelle Baldwin

## **REMINDERS**

### **Monday:**

- Spelling Pre-test
- Diaries to be signed and adjusted for the week ahead
- 'Strain your brain' due on your designated day
- Assembly 2:45pm fortnightly - see school calendar for dates

### **Tuesday:**

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

### **Wednesday:**

- Art smock required for Visual Arts
- Digital Technology

### **Thursday:**

- Science
- Library - library bags are required for borrowing
- Huff and Puff begins at 8:55am (Year 5 and 6 students to help set up and run activities)

### **Friday:**

- Interschool Sports (Please wear your sports uniform.)
- Spelling post test

## **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.