



## Year 5 - 2025 Term 4 Overview



Welcome to Term 4! This term is a big one for the students in Year 5 as they get ready to transition to being the leaders of our school next year. The students in Year 5 will be planning, drafting and presenting their leadership speeches, before being assigned their leadership roles for Year 6. The students will also have an opportunity to meet their Prep buddies for next year.

The students will be taking part in the swimming program, as well as helping to plan the Mission Fair with the Year 6s. The Term 4 key concept is 'Celebrations,' with a focus on history and the students will be exploring the historical perspectives of people and groups in the past. The students will

engage in annual events such as Italian Day, Christmas Activity Day and the Mary Immaculate Feast Day, and they will also be celebrating Advent and Christmas towards the end of the term. It's going to be a fantastic way to finish the year!

This term, the students will be focusing on two important Habits of Mind: 'Applying Past Knowledge to New Situations' and 'Thinking and Communicating with Clarity and Precision'. As we move through our learning in Term 4, they will be encouraged to use what they've already learned to help tackle new challenges and solve problems. The students will also be working on clearly explaining their thinking in both writing and speaking, making sure their ideas are accurate and easy to understand. These habits will help the students become more confident and capable learners. 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.



### **RELIGION**

Daily prayer, Christian meditation, spiritual reflections and affirmations led by the students, will continue to be an integral part of our Religious Education program.

### **Be Compassionate, Choose Justice**

In this unit, the students will learn that, as members of a faith community, they are called to encounter and enact their faith.



Our annual Mission Fair will be held in Week 3 and is planned, organised and run by the Year 5 and Year 6 students. The Mission Fair is an opportunity for the students to raise money for a charity in our community - the students have selected '300 Blankets', a Victorian based charity which supports the homeless.



### **Advent - A Time for Hope**

The students will learn that Advent is a season in the Church calendar dedicated to the hopeful anticipation of the arrival or 'advent' of Jesus of Nazareth.

## INTEGRATED TOPIC

### **Nature to Nourish**

The students will be continuing their learning from Term 3 about where our food comes from and how to make healthy food choices. We will conclude our learning unit by preparing, cooking and sharing a meal together.



### **Celebrations**

This term, the students will focus on history and the historical perspectives of people and groups in the past, investigating how celebrations bring people together and have changed over time, and comparing and contrasting the history of some of their family celebrations.

The students will:

- explore the reasons for celebrations - making connections to migration stories, historical events and personal narratives
- investigate the importance of Australian celebrations, symbols and emblems
- identify the ideas, beliefs, customs and values of people in the past - understanding how they lived, what they valued, and how they celebrated
- interview a family member about the history of a family celebration, and compare and contrast how their family celebrates now compared to in the past.



## 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, skip counting using decimals and fractions, calculating change using mental strategies and purposeful Mathematics games.

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 5 students, *understanding* would include making connections between representations of numbers; *fluency* would include reading decimal numbers using fractional language, e.g., tenths, hundredths, thousandths; *problem solving* would include using benchmarks such as 90 degrees, or 180 degrees to measure angles; and *reasoning* would include using strategies such as estimating and rounding to solve number problems.





The following topics will be covered this term:

### **Number**

#### *Operations*

The students will:

- revise the four processes
- apply the four processes in a variety of mathematical situations requiring different methods to solve them.

<b>ADDITION</b>  altogether plus total sum add combined	<b>SUBTRACTION</b>  minus less left difference take away
<b>MULTIPLICATION</b>  groups of times by multiply lots of	<b>DIVISION</b>  divide evenly each groups share break

## Measurement

### Angles

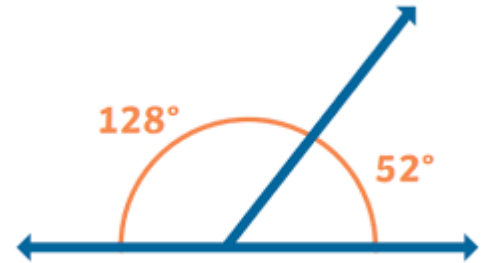
The students will:

- measure and compare the properties of 2D shapes and 3D objects
- use protractors to measure angles.

### Units of Measurement

The students will:

- choose the most appropriate unit of measurement for a variety of problems
- convert between units of measurement eg 10cm = .1m
- understand metric units of measurement are based on the base ten number system.



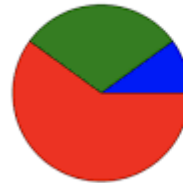
## Statistics

### Data

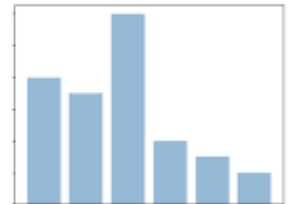
The students will:

- survey class members to collect categorical data
- present their data in a variety of ways including tally charts, graphing
- interpret data displays.

Pie Chart



Bar Chart



## ENGLISH

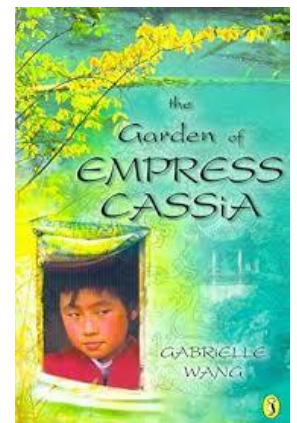
Each English session will commence with a 'Daily Review' of key English language and literacy skills. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' it 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

Throughout the term, the students will continue to participate in whole-class, small group and individual reading activities. The students will focus on understanding different text structures; and how language features, imagery and vocabulary are used by authors to shape the interpretation of characters, settings and events. The students will continue to develop their literal and inferential comprehension skills, and make connections between the texts and their own knowledge and experiences.

To integrate the learning, there will be a focus on reading a variety of texts to extend the students' knowledge and understanding of Australian celebrations, events of the past and stories that depict

personal portrayals.



The students will continue to read their class novels. In Year 5B the students will be reading and studying the novel, 'The Garden of Empress Cassia' by Gabrielle Wang, in their teacher-led focused reading groups. Year 5S will be reading, 'Withering-by-Sea' by Judith Rossell.

### Writing

This term in Writing, the students will be focusing on three exciting areas: narratives, poetry, and historical recounts. They will write their own personal narratives of others' experiences, using descriptive language to bring them to life. In poetry, they will explore different styles and use figurative language to express their ideas creatively. Linking to our Integrated topic of 'Celebrations', the students will also explore historical recounts and compose their own based on research.

This term, speech writing will also be a focus as the students plan, write and edit their Year 6 Leadership speeches. The students will explore different persuasive devices used to make a speech, such as alliteration, facts, repetition and emotive language. The students will also focus on strategies they can use to improve their writing, including 'P.E.E.L.' (What is the Point/Purpose, Explain/Evidence to back your statement, Evaluate your facts, Link to the next paragraph).



### *Grammar & Punctuation*

The students will:

- continue to practise correct sentence structure, with a focus on writing with a mix of simple, compound and complex sentences
- identify and use coordinating and subordinating conjunctions
- understand and use adverbial phrases
- understand the use of prepositions in both narrative and persuasive writing
- compare and write from different points of view including changing texts from first to third person and vice versa.

### *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 - students will have a focus list of 8 words which will be tested through a post-test each Friday.



- 't', 'tt' as in **t**iger and **butt**on
- 'or', 'ore', 'a', 'aw' & 'au' as in **h**orse, **co**re, **ba**ll, **pa**w, **sa**uce
- 'v', 've' as in **v**ase and **slee**ve
- 'w', 'wh', 'u' as in **w**eb, **wh**ale and **que**en
- 'oo', 'u' as in **bo**ok and **bush**
- 'y', 'u' as in **y**oyo and **compu**ter
- 'oo', 'ew', 'ue', 'u\_e', 'u' as in **bo**ot, **screw**, **glue**, **flute** & **ruler**
- 'z', 'zz', 's', 'se' as in **ze**bra, **puzzle**, **bears** & **cheese**
- 'ou' 'ow' as in **cloud** & **flower**.

### *Handwriting*

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

### **Speaking & Listening**

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

- using appropriate volume, tone and pitch when delivering their Historical Research Project and their Leadership speech
- participating in classroom discussions to share and evaluate their learning, experiences and opinions.

**Library borrowing day is Thursday.**



## **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:

- *'Spreading Good Thoughts'* - see the positive in challenging situations
- *'I Notice, I Feel, I Can'* - notice, identify and name emotions and develop positive coping strategies to help reduce the impact of stressful or uncomfortable emotions
- *'Catastrophe Scale'* - assess the severity of problems or challenges, and the range of emotions associated with them
- *'Purpose'* - understand that a strong sense of purpose can be derived from showing empathy and kindness towards others
- *'Character Strengths'* - identify our character strengths and use them in positive self-talk as a positive coping strategy
- *'Influencing our Emotions'* - develop strategies to cope with strong emotions.

## **DIGITAL TECHNOLOGIES**

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

- how to be a critical consumer of social media.
- exploring strategies to evaluate the credibility of online sources.
- learning ways to protect themselves against scams and hackers.



## **VISUAL ARTS**

The focus this term is on linking Visual Arts with learning in other curriculum areas, including Social and Emotional Learning, and Mathematics.

### **Neurographic Art**

The students will:

- use free-flowing, organic lines to create artworks with curved, overlapping lines
- use pencil, texta and watercolour to colour the spaces to create calming, aesthetically pleasing artworks.

### **Angle Art**

The students will:

- use their name to create an artwork on grid paper, drawing their names in block capital letters
- measure the angles created by each letter.

## **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.

**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.**

## **ITALIAN**

This term, the students will explore the topic 'In classe e nell'astuccio' – 'In the Classroom and in the Pencil Case', where they will learn how to name and describe common classroom and stationery items in Italian. At the end of the unit, students will complete a creative assessment task where they draw and label their own pencil case in Italian, applying the vocabulary and grammar they have learned.

We are excited to celebrate Italian Day this term! Students will take part in cultural activities, language games, and enjoy traditional Italian food. This is a wonderful opportunity to celebrate Italy's rich culture and have fun using the Italian language in new ways.



As we approach the end of the year, students will also explore how Christmas is celebrated in Italy, learning festive vocabulary and comparing traditions. They'll take part in themed crafts, songs, and a joyful end-of-year reflection on all they've learned in Italian.

Signora Lauren

## **PERFORMING ARTS**

The students will engage in a variety of Performing Arts activities designed to develop their knowledge, understanding and skills.

In Music, the students will:

- use music technology to experiment with sound and create digital music projects using app-based instruments
- learn to read and perform from a percussion band score, recognising musical notes, symbols, and basic dynamic markings, while developing ensemble skills and group performance awareness.



In Drama, the students will:

- explore how to create and portray characters through improvisation and scripted dialogue, focusing on motivation and emotion
- develop vocal and physical expression, learning techniques for clear communication and engaging performances suitable for a young audience.

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 inter school sports competitive readiness. They will build self-confidence through progressive skill development, structured training, and competitive scenarios in Softball and Hockey.

Softball - The students will:

- implement tactical plays, including pitch-out strategies, defensive shifts, and advanced base-running techniques
- enhance leadership and communication through captaincy roles and defensive positioning calls.

Hockey - The students will:

- utilise advanced techniques such as the slap shot, aerial passing, and reverse stick tackling to enhance tactical options.
- develop dynamic ball control at high speeds, incorporating dodges, spins, and one-touch passing under defensive pressure.

Coach Nat

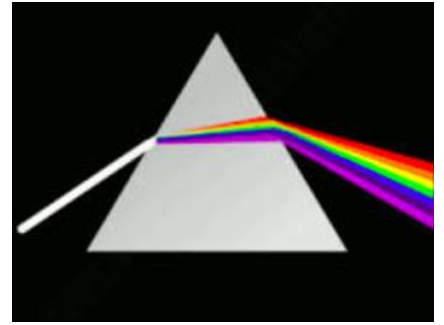
## **SCIENCE**

The focus this term is on Physical Sciences.

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.

Karil Torcasio



## **REMINDERS**

### **Monday:**

- Assembly - see school calendar for dates
- Diaries at school to be signed
- Spelling pre-test

### **Tuesday:**

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

### **Wednesday:**

- Visual Arts - art smocks are required

### **Thursday:**

- Science
- Library - library bags are required for borrowing

### **Friday:**

- Spelling post-test
- Class Sport - sport uniform to be worn

## **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.