# Years 5 & 6 Curriculum Overview - Term 3, 2023

## Education in Faith

Students will discuss, reflect on and interpret scripture stories in relation to caring for God's creation. They will interpret ways personal choices impact community life around the theme of sustainable actions that make a difference. Students will reflect on ways to participate responsibly and contribute ethically to the local and faith community. They will integrate new insights by describing possible implications of our actions for local or global 'sustainable' contexts. Students will reflect on gospel values, which can guide our decision making throughout our lives, and identify ways to apply them.

## English

In Reading and Viewing, students will be learning about persuasive language and its features, as well as analysing SLAM Poetry. They will also be reading about natural disasters to enhance their understanding of science for their inquiry learning. Through these units, students will develop critical thinking, communication skills, and gain a deeper appreciation for the power of language. We encourage your support in engaging with these topics at home.

In Writing, students will learn how to write SLAM Poetry, a captivating form of poetry that combines performance, rhythm, and emotion. Additionally, they will explore other forms of poetry, allowing them to experiment with different styles and techniques. Alongside their poetry studies, students will also engage in writing narratives about natural disasters, connecting their learning to science and exploring the elements of storytelling. By immersing themselves in these creative writing units, students will develop their writing skills, express their thoughts and emotions, and gain a deeper appreciation for the power of language.


In Term three, students will continue to follow the weekly SMART spelling approach, using syllable, letter and sound strategies.

In Speaking and Listening, students will actively listen and contribute to discussions to clarify ideas, share thoughts and respond to others. Students will also focus on speaking clearly in small and large groups and practise using social cues to communicate effectively with their peers.

## Mathematics

In Number and Algebra, students are learning about the mathematical concepts of fractions, decimals, percentages and how this links to multiplication and division. They will be making connections between fractions, decimals and percentages; through real-life situations, students will learn to apply these skills to various problems.

In Measurement and Geometry, students will use grid references and directional language to describe locations and plot points on a *Cartesian Plane.* They will apply enlargement transformations to 2D shapes and describe rotations, translations, and reflections. Students will use a protractor to measure and compare a variety of angles.

In Statistics and Probability, students will list outcomes of chance experiments. They will carry out investigations, with and without the use of technology.

## Wellbeing

During this term our focus is on problem solving and help seeking behaviours. It is important to help students learn a range of problem-solving skills through applied learning tasks so that they are able to cope with the challenges that they face in the future. *Problem-solving is identified by the 'World Health Organisation' as a key skill for health. To be able to solve problems, children need to be able to think critically and evaluate the consequences of various actions. The help-seeking behaviours of children are fundamental to their mental health and wellbeing.*

## Inquiry Learning

### Science - '*How do living things adapt in order to survive?'*

In Term Three, students will be investigating living things. They will explore environmental factors that influence the survival of living things, such as weather and adaptability. Students will work in cooperative groups, using the Inquiry Process, to develop a project that highlights a natural disaster and the effects on our world. They will analyse how structural and behavioural adaptations of living things enhance their survival, and predict and describe the effect of environmental changes on individual living things. Students will investigate inventions and discoveries that solve problems directly affecting peoples' lives.

## Digital Technologies

Students will utilise digital technology to present information and enhance their skills in using documents and basic computer features. They will create engaging presentations, explore interactive resources, and collaborate digitally; deepening their understanding of science, but also develop their digital literacy skills, preparing them for the modern world.

## Performing Arts

Students will explore the performance-based discipline of Music, with a focus on learning how to play the *Djembe*, a West African hand drum. To begin, the students will learn background information about the Djembe and some basic techniques, including how to hold the drum, correct playing posture, and the parts of the hand used to play the drum. They will be introduced to the basic tones of the Djembe, the bass, tone, and slap. Throughout the term, students will learn to play a series of rhythmic patterns, including call and response phrases; and will also learn to follow changes in tempo and dynamics. They will investigate traditional songs, having the opportunity to document their own compositions, which they will rehearse and perform for an audience. The students will also have the opportunity to create and perform a talent act of their choice, which they may choose to perform in front of a live audience at the 'Holy Spirit Talent Showcase'.

## Visual Art

Students will be celebrating the artworks that they have created this year with Holy Spirit's 'All children are artists' Art Show. They will get the opportunity to choose, mount and label their own work and assess which pieces they like the best and why. The students will have the opportunity to create work using neon paints and pastels and experience the effect and impact UV lights have on neon in a blacked out room. The students will be using dragons as their inspiration, using shapes and patterns to create 2D and 3D dragon eyes. They will also be experimenting with air-dry clay, and using a range of techniques to create and attach shapes and details.

## Physical Education

Students will start off the term with an Athletics unit in preparation for *Athletics Trials Day*. They will practise the correct techniques in a number of athletic events including: shot put, discus, long/triple jump, hurdles and relays. Students will need to measure time and record accurately, where required. They will continue the term revisiting *Invasion Games*, this time with a focus on soccer. Students will refine and explore ball skills using just their feet, then work cooperatively in a team in game situations. They will further develop the skills of moving into space, offensive strategies and defensive game play within the rules and objectives of soccer.

## S.T.E.M.

Students will investigate the question *'What makes things change and what affects how fast they change?'.* They will participate in activities exploring the chemical and physical changes that occur in matter and that these changes can be reversible or irreversible. Their understanding of the factors that influence the rate of change will be developed through hands-on activities and student-planned investigations.This will provide opportunities for students to understand why and how substances change and how the world is made up of constantly moving particles. Students will use a science journal to record their observations, during and reflections after each activity, using written text, drawings, labelled diagrams, photographs, tables and graphs to analyse patterns and relationships. They will become 'Change Detectives' who identify and explain physical and chemical changes in everyday materials. Addressing the terms' key idea of sustainability, their deeper understanding of the composition of everyday materials and the factors that influence change will assist them to develop the knowledge, skills and values for making decisions about individual and community actions that contribute to sustainable patterns of use of the Earth's natural resources.