

# Year Five Curriculum Overview - Term 3, 2024



## Education in Faith

This term we're exploring how imagery, plot, setting and author's purpose contribute to the meaning of a variety of scripture texts. We will be looking at a variety of interpretations of different scripture texts such as, *The Creation Story*, *Jesus feeding 5000* and *The Good Samaritan*. The students will reflect on the insights gained from the scriptures and identify ways to apply them into their personal and communal experiences.

## English

In Reading and Viewing, your child will engage in a novel study of *War Horse*. The Students will practice reading passages aloud to improve their fluency, focussing on accuracy, expression, and pacing. They will continue to develop comprehension strategies, expand their vocabulary, improve fluency, and enhance oral literacy. Additionally, they will practice sentence expansions by incorporating nouns, verbs, adverbs, and adjectives. They will expand sentences by adding adverbs to describe how actions are performed and choose more precise and varied verbs to make their writing more dynamic.

In Writing, students will enhance their understanding of sentence structure, particularly how the beginning of a sentence emphasises the author's message. They will learn to make predictions about texts by identifying topic sentences that suggest how the content might unfold. Students will continue to plan, draft, and publish informative texts, focussing on improving their writing by refining sentences, using noun and adjective groups/phrases. Additionally, they will collaborate with peers during the editing stage, using agreed-upon criteria to edit and re-read their work. These skills will help them create vivid and engaging informative texts.

In Speaking and Listening, students will be encouraged to actively participate in class discussions, focussing on the importance of turn-taking and respectful listening skills. They will practice listening attentively and asking questions to clarify content. Additionally, students will use language features to demonstrate how ideas can be extended, enhancing their communication and collaboration abilities.

## Mathematics

Patterns and Algebra: In Year 5, students will continue with the work commenced last term and recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts. They will also find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations.

Fractions: The students through a variety of activities will compare and order common unit fractions and locate and represent them on a number line. They will investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator and recognise that the place value system can be extended beyond tenths and hundredths.

Length: The students will be measuring and comparing distances, for example, measuring and comparing jumps or throws using a metre length of string and then measuring the part metre with centimetres and/or millimetres. Then they will explain which unit of measure is most accurate and why.

Angles: The students will be using a protractor to measure angles in degrees and classifying these angles using angle names; for example, an acute angle is less than  $90^\circ$ , an obtuse angle is more than  $90^\circ$  and less than  $180^\circ$ , a right angle is equal to  $90^\circ$  and a reflex angle is more than  $180^\circ$  and less than  $360^\circ$ . They will estimate the size of angles in the environment and describe the angles using their correct name. The students will be using a ruler and protractor to construct triangles, given the angle measures and side lengths as well as measuring angles when creating a pattern or string design within a circle.

## Wellbeing

Students will continue to engage with the Resilience, Rights, and Respectful Relationships program, focussing on developing positive coping skills. They will explore strategies to manage strong emotions in challenging situations. They will monitor their self-regulation with the *de-escalation chart*, which will help them to identify patterns. Through the 'Howie Games Education Program,' students will learn about seeking help, building new friendships, and fostering a growth mindset. They will also continue to use Berry Street strategies to manage their emotions and enhance their engagement with learning.



## Inquiry Learning

### *Business and Economics*

Students will explore the fundamentals of small businesses. They will Describe the difference between needs and wants and explain why choices need to be made. They will discuss and list the needs and wants of a local community, exploring the ways resources are allocated to meet these needs and wants. In addition, they will explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs. They will make a proposal, design a logo, write a mission statement and present their final product in a 'Shark Tank' presentation.

## Digital Technologies

Students will further develop their knowledge of Chromebook usage and Cyber Safety. During particular lessons, students will complete their work on a Google Document to enhance their technological abilities. In some lessons, students will also be required to conduct research, in a safe and efficient manner, using the Google search engine.

## Performing Arts

Students will continue to refine their class items to be performed in this term's whole school production. They will continue to develop their expressive skills and timing, learn how to accurately space and position themselves during their performance, learn common theatre terms, and learn strategies to deal with performance nerves. To finish the term, the students will respond to a series of questions to reflect on and self-assess their rehearsal and performance experience. This will include describing their participation and collaboration efforts, the emotions they experienced during different points of the Production process, how they felt the audience responded to their performance, and what they did well.

## Visual Art

At the beginning of Term Three, students will deepen their understanding of NAIDOC Week by creating a collaborative class artwork that incorporates Aboriginal symbols. This artwork will be proudly displayed in their classroom. After this project, students will explore the art of modelling and carving with clay. They will have the unique opportunity to work with our new kiln, which is exclusively available for the 5 & 6 classes this year. Students will utilise a variety of clay tools and techniques, including pinch pots, coiling, and slab construction, to create their artwork. They will be guided through the process of how their creations are fired in the kiln. Once their pieces are completed and fired, students will use appropriate paints to add intricate details and final touches to their creations. This comprehensive experience will not only enhance their artistic skills but also provide them with a deeper appreciation for the medium of clay.

## Physical Education

Students will begin the term with a unit of athletics as they prepare for the Athletics Trials Day. They will practise the correct techniques in a number of athletic events including; shot put, discus, long/triple jump, hurdles and running events. Students will need to measure, time and record accurately where required, as well as self assess and provide feedback to others. They will then participate in a unit of Gymnastics and FreeG where they will perform a variety of rotation skills, individual and group static balances, spring and landings, varying in complexity for each individual. They will be required to link movements learnt to form a routine that will be presented. FreeG combines gymnastics skills with obstacle training and freestyle movement where students will develop their coordination, strength and agility.

## Italian

Students will study a unit of work called 'Let's Explore Italy'. The students will produce a research project called 'Italy a Country Study'. They will be given a rubric to guide their research, organisation and completion. The project will cover various topics including quick facts about Italy, the geography of Italy with its alps, rivers and volcanoes, and the names of the different regions of Italy and what they are famous for. The students will read about the Italian government and how this differs from ours in Australia. They will research Italian culture, traditions and food, learn about the Eternal city and research Italian tourist attractions including the Colosseum and the Leaning Tower of Pisa. Finally they will research famous Italians and their contributions to the Arts, Science and Architecture. The students will present their findings in a Google Slides Presentation or a Project Sheet.