

YEAR FIVE

Parent Information

Term Four Overview 2019

CONTACT DETAILS

Year 5B

Miss Lauren Bland

lbland@gsmelbournesth.catholic.edu.au

Year 5R

Mrs Helen Rochecouste (Monday-Thursday)

hrochecouste@gsmelbournesth.catholic.edu.au

and

Miss Sheridan McAuliffe (Friday)

smcauliffe@gsm.vic.edu.au



WELCOME TO TERM FOUR

Welcome back to Term Four. We're really excited to continue sharing your child's learning journey with you in this the final term of Year Five. We also welcome Sheridan McAuliffe to the Year 5 team. She will be working with Miss Lauren Bland on a Friday. Throughout the course of the school day/week, the students will continue to participate in English, Mathematics, STEM, Religious Education and Resilience, Rights and Respectful Relationships Programs. The students will also work with specialist teachers for Art, Physical Education, Italian (LOTE), Performing Arts. The Year 5's will also meet with their Prep B buddies.

This is another busy term for Year 5's with speech presentations for Leadership positions for Year 6 in 2020 being a highlight. The students will be going on an excursion to Scienceworks as part of their studies in how the different states of matter can affect the earth's surface. They will be participating in swimming lessons at MSAC and presenting their favourite Art pieces in the Annual Art Show. Another highlight will be enjoying the Galilee day celebrations. The students will be studying Advent, preparing for Christmas and getting ready to be the school leaders in 2020.

If you have any queries throughout the term, please don't hesitate to email or see us before or after school to make a time to meet.

Lauren Bland (5B) and Helen Rochecouste/Sheridan McAuliffe(Year 5R)

RELIGIOUS EDUCATION

In Term Four, our Religious Education will link with our STEM focus of CURIOSITY.

The students will be learning how to honour the sacred dignity of God's people. This is linked to the 'Morality and Justice' section of the revised RE curriculum.

The students will:

- explore the human dignity of each person created in the image of God
- demonstrate an understanding of what human dignity is and why it is important
- explore the implications of God given dignity and how this will impact my behaviour
- recognise that all people are created in God's image and are worthy
- recognise that then when people are treated unfairly, we are disrespecting God in them
- respond by taking action by treating people with dignity.

Throughout the term, the students will also have the opportunity to participate in Liturgical celebrations, such as School and Parish Masses, as well as Prayer Services.

S.T.E.M (Science, Technology, Engineering, Mathematics)

In Term Four, our STEM will link with our Religious Education focus of CURIOSITY.

The students will be learning how the different types of Matter can affect the Earth's surface.

The students will:

- differentiate between the different types of Matter, their properties and behaviour
- recognise that not all substances can be easily classified as a solid, liquid or a gas
- explain how solids, liquids and gases change under different situations
- explain that solids, liquids and gases are made up of molecules and atoms
- describe how the outcome of science exploration and experimentation enables people to live more productive lives
- investigate the reversible changes to materials and how this can affect the earth's surface
- investigate the irreversible changes to materials and how this can affect the earth's surface.

ENGLISH

In Term Four:

Reading and Viewing

The students will:

- continue the routines of The Daily Five reading approaches: Read to Self, Read to Someone, Work on Words, Listen to Reading and Reading Conferences
- build up their reading stamina and continue to select 'Good Fit' Books
- be explicitly taught and then explore strategies from the CAFE Reading Model to develop their abilities to comprehend what they read, read with accuracy and fluency and expand their vocabulary.

The comprehension strategies will include-

- make a picture or mental image where the students draw the elements of what is read (continue)
- revising how to summarise a text, include sequencing of main events
- recognise literacy elements (genre, plot, character, setting, problem/resolution, theme)
- continue to tune into reading interesting words.

Writing

The students will:

- study the protocols and format of formal and informal letter writing
- further study the structure and features of Procedural texts, Discussion and Explanatory texts
- be exposed to various learning experiences that will have an emphasis on punctuation, vocabulary, grammar, comprehension, spelling and handwriting
- be covering/revising: punctuation marks, capital letters, commas, apostrophes, quotation marks, colons, semi colons, hyphens, dashes, ellipses and word origins
- in spelling, be using the SMART spelling approach to explore: 'or' as in fork, 'ar' as in warm, 'ough' as in bought, 'E' as in pony, 'o' as in swan, 'E' as in me, 'eh' as in as in zebra, revision of plurals, homophones, past tense, prefixes uni, bi and tri.
- write leadership speeches for the 2020 Year Six leadership positions.

Speaking and Listening

The students will:

- be asked to speak to the class throughout the day about their learning
- reflect on how they approached the learning intention of the session, share the strategies they may have used and express their thoughts and opinions about class topics
- have an opportunity to give and receive feedback to and from their peers and teachers
- plan and participate in informal and formal class presentations
- participate in leadership speeches for Year 6 leadership positions in 2020.

MATHEMATICS

In Term Four, our units will include:

Algebra & Number

Patterns and Algebra

- Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction
- manipulating sets of numbers using a given rule, for example, if a number is even halve it; if a number is odd, subtract 1 then halve it
- Use equivalent number sentences involving multiplication and division.

Measurement & Geometry

Mass:

- Choose appropriate units of measurement for volume, capacity and mass

Statistics and probability

Chance:

- List outcomes of chance experiments involving equally likely outcomes
- Represent probabilities of outcomes using fractions
- Recognise that probabilities range from 0 to 1
- Investigating the probabilities of all outcomes for a simple chance experiment

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

In Term Four, the students will be exploring the following:

- Stress management-identifying stressful situations in people's lives, recognising their personal signs and symptoms of stress, exploring strategies that can be used to reduce stress and using these to assist them in dealing with stress effectively
- Help seeking-identifying situations where help should be sought to work through problems, identify a list of trusted people to seek when needing help, normalising and de-stigmatise help-seeking behaviour
- Gender and identity- analyse the impact of peer and adult actions in maintaining or changing contemporary gender norms, develop an awareness of the impact of gender norms on attitudes and behaviours, identify the standards and associated actions that underpin respectful gender relations.

HOME LEARNING

Homework will be given out on Google Classroom each week on a Friday and is due the following Thursday.

It will include:

Mathematics

- Essential assessment tasks to further develop their mathematical skills and understandings. We will have a specific focus on learning multiplication facts this term.

English

- read for at least 30 minutes every night. It is important to listen to your child read when possible, and ask them comprehension questions relating to what they have read
- recording what they have read each night in their school diaries. (Please note, your child needs to bring their school diary to school each day and hand in their diary each Friday for sighting of their daily reading)
- weekly Smart spelling words and activities. The students will have 10 weekly spelling words catered to their learning levels, plus some words from their writing. It is expected that the students practise their words as well as complete a minimum of 3 spelling activities each week. These activities will be in their spelling folders. For extension, the students will be encouraged to study the Etymological (origin) of the words. This is to develop a deeper knowledge of the words they are learning, rather than spelling more difficult words.

STEM/R.E.

- project work as required throughout the term.

Things to remember...

- Arrive at school by 8.50 a.m. so your child starts the school day with the whole class and avoids missing out on important information.
- Provide a note explaining your child's absence to the teacher upon return.
- Lunch Orders are on Monday and Friday.
- Students need to bring a drink bottle containing water each day.
- If there are any medical issues or other concerns, please make the school and/or class teacher aware of these as soon as possible.
- Provide a healthy morning tea and lunch for your child.
- Newsletters and notes are distributed to the eldest member of the family.

Uniforms

The school summer uniform is worn in Term Four. Runners and sports uniforms are only to be worn on days the students have P.E. as well as Fridays unless otherwise indicated. Please ensure that your child's clothes are all labeled.

Years 5B and 5R

Monday	Library – 9:30am
Tuesday	9:00am– 9:40am-LOTE-5B P/A-5R
Wednesday	9:00am– 9:40am-LOTE-5R P/A-5B
Thursday	9:00am –10:00am-PE-5R ART-5B, 10:00am-11:00am-PE-5B ART-5R

Please note:

- Specialist Timetable may be subject to change due to upcoming school events.
- Sports uniform is to be worn on allocated P.E. days and every Friday.
- Library bag is required in order take home borrowed books.