

Year 5/6 Curriculum Overview - Term 1, 2021



Education in Faith

Students will reflect on their roles and responsibilities to build a just community. They will have the opportunity to reflect on the 'Word of God' and identify how the teaching of Jesus impacts their lives. Students will be exploring the Lenten Season and the Caritas theme, 'Be More', where they will be challenged to reflect on their actions, words and gestures during this time.



English



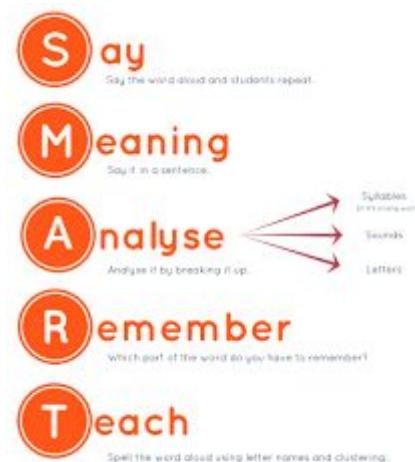
In Reading and Viewing, students will explore the cultures of Indigenous Australians using picture story books, dreaming stories and their written language. They will consolidate their knowledge of the narrative structure used in these stories to identify the moral of them. Students will recognise the influence our different historical, social and cultural experiences may have on us when developing attitudes and ideas towards characters, actions and events in the stories.

In Writing, students will be viewing and creating their own Dreaming stories incorporating historical and cultural aspects that they have been exposed to. They will be involved in a range of creative writing pieces through our focus on Poetry writing.

In Term One, the students will be introduced to a weekly SMART spelling approach, using syllable, letter and sound strategies.

<http://www.smartspelling.com.au/>

In Speaking and Listening, students will create conversations about the Dreaming stories and discuss the language used in these stories. They will identify the moral and how each of these stories continue to be told throughout the generations of Indigenous Australians.



Mathematics



In Number and Algebra, students will be working on Place Value. They will be learning to recognise, represent and order numbers up to at least 7 digits. They will be using estimation and rounding in their calculations. In Addition and Subtraction, students will explore various mental strategies in order to assist them with their number learning. We will also be learning about Measurement, mapping and timelines.

Visual Arts

In Visual Arts, the students are working with paint to learn how to blend colours to create new colours and texture in their paintings. They will experiment to incorporate the expression of different moods and feelings within their artworks. The theme of our work this term will be indigenous art and artists. Students will have opportunities to create their own piece of artwork using Fred Williams Artworks as inspiration.

Inquiry Learning

History - 'How are we a community?'

Students will be exploring significant events and lifetimes of people, in chronological order, to create a narrative explaining the developments in Australia's past. They will investigate perspectives, beliefs and contributions of individual groups, including Indigenous Australians, to changing Australian society. Students will work collaboratively to become experts in an event or person in Australian History and will then use the Inquiry Process of Ask, Investigate, Create new knowledge, Discuss, Reflect, Act, to further delve into an area they are interested in within Australian history.



Performing Arts

In Term One, students will explore the performance-based discipline of Drama. They will investigate the topic of Emotions for Character Creation. Through a range of drama games, improvisation and mime, students will be able to investigate how emotions are provoked in performers for the purpose of receiving reactions and empathy from the audience. They will perform a variety of characters in likely and unlikely scenarios and experiment with the different ways they can use facial expression, tone and body language to convey a broad range of emotions. In line with their Inquiry unit of work, 'How are we a community?', students will explore the significance of the dramatic arts in Australian History and the important part it plays in Aboriginal and Torres Strait Islander culture.

Library

In Term One, students will be welcomed back to the library and the joys of reading for pleasure. Using thinking routines, they will explore the questions; 'What does it mean to be a part of the library community at Holy Spirit?', 'What does the word 'library' mean for you?' and 'How is this similar or different to belonging to the classroom or local community library?'. Library etiquette, book care and borrowing procedures will be revised, and increased privileges will also be introduced. Students will continue to be encouraged to identify and use strategies that assist in making satisfying personal book choices. This will lead onto students investigating the traits of the Chinese Zodiac characters and how these compare to themselves as 'readers'.

Physical Education

To begin the year, students will complete a number of team building and initiative activities. They will focus on building problem solving skills by applying critical and creative thinking when solving team challenges. Students will then participate in a unit on Striking and Fielding Games where game sense and tactical thinking will be explored. The skills of throwing, catching and striking will be applied in game situations where students will begin to think more strategically about decisions when fielding, batting and running. Students will need to participate positively by being supportive as a team and play by specific rules when these skills are applied in Softball games. They will need to take on roles of officials during these games and work inclusively within a team environment.



Japanese

Students will review classroom instructions in Japanese and continue to use the appropriate greetings and titles in class. They will review Hiragana, one of the three Japanese scripts, and how to read the chart. Our main unit is about the traditional sport of Sumo. We will look at the history, basic rules and rankings in Sumo. Students will review how to read two digit numbers and learn how to read three digit numbers in Kanji. We will use this knowledge to describe the height, weight and ages of Sumo wrestlers.