



St Joseph's Catholic Primary School

Year 5 Curriculum Note

Term 3, 2022

Teachers

5J - Mr Alexander Walker

5M - Mrs Judith Parker

Learning Support Teachers - Mr Michael Barr and Mrs Alex Van Gemert

Professional Planning Time Release - Mrs Zoe Van Akker and Mrs Paola Birac

Dear Parents,

Welcome to Term 3.

We are excited for the teaching and learning planned for the term ahead and encourage all students to set high expectations for themselves in all aspects of school life.

Please find below an overview of the topics we will be covering this term, hoping this will enhance your child's learning through family discussion, reading and sharing.

Curriculum Learning

Please find below an overview of the topics we will be covering this term, hoping this will enhance the student's learning through family discussion, reading and sharing.

Religious Education

5.5: The Catholic Church in Australia

This unit explores the story of the Catholic Church in Australia. It focuses on key events and people that have shaped the identity and growth of the Catholic Church in Australia. The unit also explores how the Church is organised and what it does in Australia today. It introduces very broadly the key expressions of Catholicism in the Catholic Church in Australia. The unit assists students to recognise their place in the Church as the people of God.

5.6: Creation- A change of Heart.

This unit explores creation as a gift from God, which we are called to care for and protect. Students will identify issues of misuse and mismanagement in the environment and explore how we, as stewards of creation, can respond appropriately and compassionately. The unit will introduce the concept of 'ecological conversion' which calls us to change the ways in which we relate to each other and to the whole of God's creation. The students will identify their call to challenge those ways and structures that oppress and exploit creation.

The concept of Sabbath and the need for Sabbath time in our lives will also be explored in the unit.



PB4L in the classroom is a behaviour management system used to communicate clear behaviour expectations based on our 3 schools rules.

Be Respectful

- Look and listen to the speaker
- Follow instructions the first time
- Raise your hand and wait for your name before speaking
- Use your inside voice and friendly words
- Knock and wait to be invited into a room.

Be Responsible

- Stay on task at all times
- Complete learning jobs
- Use classroom resources with care
- Keep resources in their correct place
- Be prepared with learning materials.
- Use IT for classroom learning tasks

Be Safe

- Sanitise hands before eating and before entering the classroom
- Respect other people's personal space
- Walk at all times
- Keep hands and feet to yourself
- Store bags in designated areas
- Chairs under tables and four on the floor
- Seek permission to leave the room

English

Students independently read and view an extensive range of texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts. Students evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions. They communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes.



This term students will:

- apply appropriate reading strategies, eg predicting and confirming, monitoring meaning, skimming and scanning and summarising
- analyse and explain how authors organise informative texts and poetry
- plan, draft and publish informative texts
- understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts
- use electronic devices to create detailed texts about a range of topics, including topics they have been studying
- demonstrate understanding of grammar, including the ability to write effective simple, compound and complex sentences
- develop an expanding vocabulary
- use accurate spelling and punctuation, recognising most misspelt words in their own writing and using a variety of resources for correction
- reflect on own learning achievements against specific criteria.

Mathematics

Mathematics provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*.

Students have access to the **MathsOnline** resource and are encouraged to log into this weekly to consolidate their understanding on the various topics learned in class.

This term students will:

- Investigate translations, reflections and rotations of 2D Shapes.
- Construct 2D shapes with line and rotational symmetries.
- Make enlargements of 2D shapes by overlaying on a cm grid.
- Discuss how many times an enlarged image is as compared to the original.
- Use diagrams and mental and written strategies, to subtract a unit fraction from any whole number
- Record and measure angles using a protractor and the symbol for degrees ($^{\circ}$) up to 360° .
- Apply short division to solve problems with and without remainders.
- Record remainders as fractions and/or decimals.
- Investigate parallel faces of three-dimensional objects.
- Describe the 'base' of prisms and pyramids.
- Multiples of a whole number.
- Discover factors of numbers and apply this to divisibility tests.

Human Society and Its Environment -

GEOGRAPHY

In this unit students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces.

Science and Technology

ELECTRICITY

Students are provided with an opportunity to investigate how electrical energy can control movement in products and systems. Stage 3 of this strand develops students' abilities to design, test and evaluate a product or system that demonstrates energy transformation, further developing an understanding of the interrelationship between force and energy.

Creative Arts: Visual Arts

This unit aims to explore the scriptures that tell the story about the birth of Jesus.

The students will come to their own understanding of these stories and the message they want to express about the birth of Jesus.

They will choose the mediums and explore the various ways in which they can represent this story in an art form.

Personal Development, Health and Physical Education

PE: In Weeks 1-4 students will participate in an organised program facilitated by Sporting Schools - Touch Football. In Weeks 5-10 students will participate in learning the skills required for net, court and wall games.

PDH: Growing and Changing

In this unit students will examine change and investigate resources and strategies to manage transition and challenges, for example:

- recognise and understand types of change, eg physical changes, changing feelings towards other people
- understand that individuals experience change associated with puberty at different times, intensity and with different responses
- explore the function and interrelationship of body systems
- identify and evaluate age-appropriate sources of information to enhance understanding of changes associated with growth and development
- investigate help-seeking strategies to manage changes associated with puberty, eg talking to trusted adults, accessing health products and services



Just a reminder...

Morning Arrival

Students are expected to be at school before the first bell at 8:50am.

Absentee Notification

If your child is absent for any reason, it is very important that parents inform the school via the Compass Parent Portal for whole day absences. This is a legal requirement.

Home Learning



Students are required to read each night, Monday through to Thursday. In Stage 3, students are encouraged to read for 30 mins. Reading must be recorded in the home reading log and signed by parent/carer.

Parents can support their child's reading development by listening to, reading with and discussing the text with their child each night.

Useful sites for parents include;

- [Parents' guide to reading at home](#)
- [Reading with your child at home](#)

Students have the option to access the various websites and apps used in the classroom to further support and consolidate learning.

Habits of Mind



What are the Habits of Mind?

The Habits of Mind are a set of 16 thinking skills that intelligent thinkers use to solve problems in which the answer is unknown. Researched and developed by Arthur Costa & Bena Kallick, these thinking skills or habits, are present in the best decision makers.

Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. Art Costa

Here at St Joseph's we use the Habits of Mind to focus on how to respond under challenging conditions that demand reasoning, critical thinking, insightfulness, perseverance and creativity. Having information is important but knowing how to act on it is learning at a higher level.

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



Each morning students will participate in Crunch and Sip. Please ensure your child has fresh fruit or vegetables to crunch on at this time in a reusable container. Drink bottles(Water) will also become part of the classroom environment so students can keep their brains well hydrated throughout the day.

WASTE FREE WEDNESDAYS

To reduce waste and develop positive habits and awareness of the environment students are asked to use reusable containers each Wednesday for all food items.

Year 5

Events/Responsibilities

Monday	Tuesday	Wednesday	Thursday	Friday
Weeks 1 - 10 Sport Uniform (5J and 5M) Change Home Reader		Weeks 5 - 10 Sport Uniform (5J and 5M) LIBRARY BAG	Weeks 1 - 4 *Sporting Schools - Touch Football Sport Uniform (5J and 5M)	Return Reading Log to School

REMINDERS

- Be prepared for active learning everyday
- Please ensure your child has the stationery they need for their learning each day along with a set of headphones that can be kept at school
- Remember that eating fresh food, exercising and getting a good night's sleep helps you get ready for a great day of learning

1:1 iPad (Stage 3) – Friendly reminder

iPads are powerful learning tools that provide choices when communicating and creating. We aim to develop responsible, safe and respectful digital citizens equipped with skills to be life-long learners in a dynamic world. If iPads are misused, the school's PB4L policy and the student redirection process will be implemented.



iPad Responsibilities before coming to school

- Have all iPad and app updates complete
- Use a sturdy case and screen guard
- Charge every night (not in bedroom)
- Close all games
- Close all internet tabs
- Complete updates regularly
- Turn notification sounds off
- Bring headphones to school

iPad in the Classroom

- Be a responsible digital citizen
- Use at the correct time
- Play games at home only
- Use messenger/facetime at home with parental permission
- Take photos of others for school use only with the person's permission
- Avoid water/food near iPad
- Have a secure passcode

Students must remember to have their iPads, fully charged with them everyday.

Remember that should you wish to speak with your child's teacher about their learning or have any further concerns or questions, please do not hesitate to contact us via the school office to make an appointment.

Email: info@sjbdow.catholic.edu.au

Phone: 42831111

Kind Regards,

Judith Parker and Alexander Walker.
Yr 5 Classroom Teachers.

Parental Engagement in Learning

Term 3 Maths Plan for Parents and Students

Weeks 1 and 2: Two-Dimensional Space

- Translations, reflections and rotations of 2D Shapes
 - <https://www.mathsonline.com.au/students/lessons/102/2423>
- Construct 2D shapes with line and rotational symmetries
 - <https://www.mathsonline.com.au/students/lessons/102/2266>
 - <https://www.mathsonline.com.au/students/lessons/102/2648>
- Make enlargements of 2D shapes by overlaying on a cm grid
 - <https://www.mathsonline.com.au/students/lessons/102/2649>
- Discuss how many times an enlarged image is as compared to the original

Weeks 3 and 4: Fractions and Decimals

- Use diagrams, and mental and written strategies, to subtract a unit fraction from any whole number and apply this to word problems.
 - <https://www.mathsonline.com.au/students/lessons/102/1696>
 - <https://www.mathsonline.com.au/students/lessons/102/1697>

Week 5: Angles

- Record and measure angle using a protractor and the symbol for degrees ($^{\circ}$) up to 360°
 - <https://www.mathsonline.com.au/students/lessons/102/2516>
 - <https://www.mathsonline.com.au/students/lessons/102/2517>

Weeks 6 and 7: Multiplication and Division

- Short division no remainders
 - <https://www.mathsonline.com.au/students/lessons/102/1522>
- Short division with remainders
 - <https://www.mathsonline.com.au/students/lessons/102/2402>
- Record remainders as fractions and/or decimals
 - <https://www.mathsonline.com.au/students/lessons/102/1526>
 - <https://www.mathsonline.com.au/students/lessons/102/1528>
- Applying knowledge of division to worded problems
 - <https://www.mathsonline.com.au/students/lessons/102/1494>

Week 8: Three-Dimensional Space

- Parallel faces of three-dimensional objects
- Describe the 'base' of prisms and pyramids
- Plane section of 3D objects

Week 9 and 10: Factors and Multiples.

- Multiples of a whole number
 - <https://www.mathsonline.com.au/students/lessons/102/2558>
- Factors
 - <https://www.mathsonline.com.au/students/lessons/102/2560>
- Divisibility tests
 - <https://www.mathsonline.com.au/students/lessons/102/1546>

