

Year Five Curriculum Overview - Term 4, 2024



Education in Faith

Students will be exploring their understanding of God from both a personal perspective and the viewpoints of other faith traditions. They will learn about God as *Trinity*—Father, Son, and Holy Spirit—and interpret the significance of this belief for Christian believers. Through discussions and reflections, students will consider how an understanding of God influences the thoughts, actions, and values of individuals and communities. By examining these ideas, students will reflect on how beliefs about God shape their own lives and the lives of others.

English

In Reading and Viewing, students will explore through the lens of the Inquiry question, “*How do you want to change?*” using scientific news articles to understand real-world changes and innovations. They will use this knowledge to expand their vocabulary through word banks, spelling patterns, and word origins to support accurate spelling, even with less familiar words. Students will analyse how sentence structure emphasises key ideas, allowing them to predict and effectively communicate messages in their writing. They will also create imaginative and realistic literary texts, drawing inspiration from settings and characters they have read about.

In Writing, this term, students will continue to develop their persuasive writing by learning how to present a point of view clearly and consider differing perspectives. They will use specific emotive language to explain their viewpoint. They will include strong arguments and use evidence to support their point of view. Students will continue with the weekly SMART spelling approach, using syllable, letter and sound strategies.

In Speaking and Listening, students will be encouraged to participate in class discussions, emphasising the importance of turn taking and respectful listening skills. Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They will engage in formal and informal discussions; connect ideas to their own experiences and justify their opinions using effective interaction skills. They will also participate in informal debates and refine their ability to communicate persuasively through planned and rehearsed presentations.

Mathematics

In Number, students will review the four basic operations—addition, subtraction, multiplication, and division—and learn how to apply them in real-life scenarios. They will practice solving problems that involve these operations in written contexts, enhancing their critical thinking and analytical skills. This engaging approach will help them see the relevance of mathematics in everyday situations.

In Measurement, students will be learning about mass and be able to choose appropriate metric units when measuring the mass and capacity of objects. They will also be investigating time and comparing the 12 and 24 hour-time system to solve practical problems involving the conversion between them

In our Probability unit, students will explore the concept of chance and what it means for outcomes to be equally likely. They will engage in hands-on experiments, such as tossing coins, rolling dice, and using spinners, to compare the probabilities of different events. By recording their outcomes, students will deepen their understanding of how to analyse and predict chances in everyday situations.

Wellbeing

Students will continue with the *Howie Games*, drawing inspiration from well-known upstanding citizens to build social awareness and develop emotional regulation strategies. They will explore topics such as *Being Courageous and Vulnerable*, *High Quality Friendships*, *The Power of Positive Thinking*, and *Following Your Passion*. To support their understanding of wellbeing, students will also learn strategies to manage anxiety and emotions in various situations. Additionally, they will participate in a Cyber Safety Webinar titled ‘*Thrive Online*’ to gain essential skills for navigating the digital world safely. These experiences aim to empower students to make positive choices and strengthen their social and emotional skills.

Inquiry Learning

Change: Why do you want to Change?

This term in Inquiry, students will be exploring the concept of *Change* through the focus question, *Why do you want to change?* They will begin by investigating *physical and chemical changes* in science and how materials transform under different conditions. Students will then explore *forces* and *simple machines* to understand how they work and apply this knowledge in practical contexts. Using the *Engineering Design Process*, students will design and build their own Billy Carts, considering the impact of friction and refining their creations to improve performance.

Performing Arts

Students will explore the performance-based discipline of Music. Throughout the term the students will investigate the basics of music composition and engage in the processes of creating and performing music. To begin, the students will refresh their knowledge of music notation, including how to read and write the line and space notes in the treble clef. The students will create a variety of Christmas inspired, original compositions, using tuned and untuned percussion instruments and perform them to the class. Finally, the students will learn a Christmas song to perform at this year's Community Christmas Carols.

Visual Art

Students will begin a threads and textiles unit. The term will start with students revisiting the basics of sewing, including how to thread a needle and tie a knot. They will then learn a variety of stitches, such as running stitch, cross stitch, and others to build their sewing skills. Once they have mastered these techniques, students will begin designing and creating a portrait of themselves. They will use a range of threads and textiles, combining different stitches and materials to bring their portraits to life. This unit will encourage creativity while developing their technical skills in sewing and textile work. Later in the term, students will revisit self-portraits, completing a new one to compare with the portrait they made at the start of the year, reflecting on their progress. The term will conclude with Christmas activities, where students will reflect on the meaning of Christmas and its religious significance.

Physical Education

In Term Three, we were unable to complete the planned gymnastics and FreeG unit due to unavailability of the Community Centre. Students instead participated in a Volleyball unit where they extended on previously learnt Volleybounce skills. They applied setting, digging and spiking in games where they will need to consider placement of the ball when hitting and strategic ways to move around the court.

In Term Four, students will participate in the previously planned unit of gymnastics and FreeG where they will perform a variety of rotation skills, precision jumps and vaults, varying in complexity for each individual. They will be required to link movements learnt into a sequence that flows. FreeG combines gymnastics skills with obstacle training and freestyle movement where students will develop their coordination, strength and agility. They will also participate in a mini unit on invasion games. Students will explore effective attacking strategies to move the ball down a court to score. They will extend themselves to think about the best defensive tactics that they can use to stop the other team from scoring.

Italian

Students will study a unit of work called 'Il Tempo' (Weather). They will learn new vocabulary related to the weather and the names of the seasons in Italian. The students will learn the names of the months of the year and which season each month belongs to and will look at different maps of Italy and Australia and will be asked to describe the weather conditions from the weather symbols provided. The students will use simple Italian sentences to describe the weather. They will revise numbers and state the minimum and maximum temperatures in Italian and will read a weather forecast predicted for an Italian city and answer questions related to the text. The students will research the weather forecast over a two day period of an Italian city of their choice and present their findings to the class. They will complete various listening, speaking, reading and writing activities based on the weather.