

# CURRICULUM NOTES



## ST JOSEPH'S ROCHESTER Year 5/6

# TERM 2

Dear Parents and Carers,

Welcome to Term 2! I am very happy to welcome the students back to the classroom and hope you all had a relaxing break and a lovely Easter with your families. It has been wonderful hearing about the students' holidays, and it's clear they are excited to be back at school and ready to learn. This term will be a busy and rewarding one, filled with new learning experiences, engaging activities and important milestones. My focus will be on strengthening understanding across key curriculum areas, while continuing to encourage independence, collaboration and a positive classroom culture. I look forward to supporting each student as they grow in confidence, develop their skills and build on their learning throughout the term. I am committed to guiding, challenging and celebrating their achievements along the way. Thank you for your ongoing support and partnership - it is truly valued. Please feel free to get in touch if you have any questions or concerns.

Kind regards,  
Maree





# 2026 TERM 2 PRESS UP DAYS

All dress up days are by GOLD COIN DONATION

5 May	<p><b>RUN FOR MUMS</b></p> <p>Children are invited to wear <b>PINK</b> to school. Children will complete a run AND share morning tea with their mother's and mother figures. Coffee Van on site</p> 
15 MAY	<p><b>DO IT FOR DOLLY</b></p> <p>Children are invited to come to school wearing <b>BLUE</b> There will be break time activities available</p> 
26 June	<p><b>WHOLE SCHOOL GOTCHA REWARD DAY</b></p> <p>Wear <b>Casual Clothes</b> Children are invited to wear casual clothes</p> 

♥ Choose St Joseph's—where strength meets kindness,  
and learning thrives.

# ENGLISH

## Literature, Language & Literacy:

This term in English, students will engage with a range of rich texts by Australian and Aboriginal and Torres Strait Islander authors. Through reading, writing, speaking, and listening, students will develop their understanding of language, culture, history, and communication, while strengthening their skills as confident readers, writers, and thinkers.

## Literature Studies:

### **Us Mob Walawurru**

Students will study *Us Mob Walawurru*, a historical fiction novel that follows the life of Ruby, an Aboriginal girl growing up in Central Australia from the 1960s into adulthood. Through Ruby's story, students explore:

- Connections to Country and family
- Differences between Aboriginal and non-Aboriginal ways of life
- How identity, culture, and belonging shape people's lives
- Important moments in Australia's history, including Native Title

Students will discuss characters, themes, and events, and consider how the author's perspective influences the way the story is told.

### **Free Diving**

Students will explore *Free Diving*, a picture book that tells the story of Aboriginal pearl divers in north-west Australia. Through poetic language and powerful illustrations, students learn about:

- Resilience and courage
- Aboriginal cultural heritage
- Historical experiences often missing from traditional histories

Students will examine how words, images, and sound (through the song lyrics) work together to create meaning.

# ENGLISH

## **Language & Vocabulary:**

Students will strengthen their understanding of how language works by:

- Learning new vocabulary and exploring multiple meanings of words
- Experimenting with sentence structures, including simple, compound, and complex sentences
- Using conjunctions such as because, but, and so to expand ideas
- Identifying and fixing sentence fragments
- Exploring figurative language, including imagery, metaphor, and simile
- Learning how punctuation (including commas) helps create clarity

These skills support students to communicate ideas clearly and effectively in both spoken and written forms.

## **Writing:**

Students will apply their language knowledge to:

- Write informative and historical texts with clear paragraphs, topic sentences, and conclusions
- Research topics using print and digital sources
- Plan, draft, edit, and publish their writing
- Re-read and improve their work based on feedback
- Develop confidence in sustained writing tasks

## **Speaking and Listening**

Through class discussions, presentations, and group work, students will:

- use appropriate language for different audiences and situations
- explain ideas clearly and respectfully
- listen to others' viewpoints
- ask thoughtful questions and build on others' ideas

Students will explore how language choices can show opinion, facts, or bias.

## **Reading Fluency**

Throughout Term 2, I will continue to support students in developing reading fluency, comprehension and writing skills through a variety of guided and independent learning experiences.

# MATHEMATICS

## Fractions

In this unit, students will develop a deep understanding of fractions as equal parts of a whole. Students will explore and represent fractions using area models, number lines, and collections, and learn to compare and order fractions with the same and different denominators.

Students will strengthen their number sense by locating fractions on number lines and explaining the relationships between fractions using mathematical language. They will investigate how fractions can be represented in different ways and make connections between visual, symbolic, and verbal representations.

Through a range of hands-on activities, visual representations, and problem-solving tasks, students will apply their understanding of fractions to real-world contexts, such as sharing, measuring, and interpreting data. Students will be encouraged to justify their thinking, explain strategies, and reflect on how fractions are used in everyday situations, supporting conceptual understanding and mathematical reasoning.

## Decimals

In this unit, students will build their understanding of decimals as an extension of place value, focusing on tenths, hundredths, and thousandths. Students will learn to read, write, compare, and order decimals, and accurately place them on number lines to show their relative value.

Students will explore the connection between fractions and decimals, developing an understanding of how different representations relate to one another. They will use models such as grids, number lines, and money to support understanding and explain relationships between values.

Through hands-on learning experiences and problem-solving tasks, students will apply decimal knowledge to real-life situations, including measurement, money, and data contexts. Students will be encouraged to explain their reasoning, select appropriate strategies, and use precise mathematical language to demonstrate understanding.

## Perimeter and Area

In this unit, students will develop their understanding of perimeter and area by exploring how to measure and calculate the size of two-dimensional shapes. Students will learn to calculate the perimeter by adding the lengths of sides, and the area by counting square units and applying appropriate formulas for common shapes such as rectangles.

# RELIGION

## **The Risen Christ**

In this unit, students explore the central Christian belief of the Resurrection and reflect on what it means for people of faith today. Through engaging with Scripture, prayer, and class discussion, students examine the experiences of the disciples who first encountered Jesus after his Resurrection. They consider the emotions, doubts, and joy felt by the disciples, and how these powerful encounters transformed their understanding and strengthened their faith. Students are encouraged to think about how the message of the Resurrection continues to bring hope and new life, both within the Church and in their own everyday lives. By making connections between the Gospel stories and their personal experiences, students explore themes of hope, renewal, courage, and trust in God. This unit invites students to consider how they can live as people of the Resurrection by showing kindness, forgiveness, and compassion, and by being signs of hope within their school, family, and community.

## **Resurrection**

During the Reconciliation unit, students will engage in a range of learning experiences designed to deepen their understanding of God's love, mercy, and forgiveness. Through Scripture stories, prayer, and guided discussion, students will explore what reconciliation means and why it is an important part of living as followers of Jesus. Students will have opportunities to reflect on their own relationships and choices, considering how actions such as saying sorry, forgiving others, and making amends can help restore trust and strengthen communities. Learning experiences may include reflective journaling, role-plays, class discussions, and prayer experiences that encourage students to think about reconciliation in real-life situations. Students will also explore how reconciliation is celebrated within the Church and how it supports personal growth and healing. Throughout the unit, students will be encouraged to apply these understandings in practical ways by showing empathy, kindness, and responsibility in their interactions with others at school and at home.

# SCIENCE

## EARTH, MOON AND SUN

Students are learning about the Earth, Moon and Sun and how they interact within our solar system. They are exploring the role of the Sun, gravity and orbiting, and comparing the size and position of the Earth, Sun and Moon. Students investigate how these relationships create day and night, years, seasons and the phases of the Moon. The unit also includes learning about First Nations understandings of the night sky, recognising the deep knowledge Aboriginal and Torres Strait Islander peoples have of astronomy and seasonal change. This unit supports students in developing scientific inquiry skills and a deeper understanding of our place in space.

## MAKING SHADOWS

Students are exploring how light and shadows work in our everyday world. They are learning about different light sources, how light travels, and using ray diagrams to show this movement. Students investigate how shadows are formed when light is blocked by an object and take part in hands-on activities to create and observe shadows. This unit helps students develop scientific understanding through observation, experimentation and investigation.

# INQUIRY

## AUSTRALIA AND OUR ASIAN NEIGHBOURS

This term, students are learning about Australia and its connection to our Asian neighbours. They are exploring topics such as people and culture, landscapes and landforms, food production, and extreme weather and natural disasters. Students are also developing skills in analysing data, including population and migration information from the Australian Census. As part of the unit, students research an Asian country and work collaboratively to collect information, create maps and displays, and share their learning. This unit supports students to develop curiosity about the world, compare life in different countries and build empathy and understanding as global citizens.

## **RRRR**

*with Ms McEvoy*

This term in RRRR (Resilience, Rights and Respectful Relationships), students are building important skills to support their wellbeing and relationships with others. Through activities and scenarios, such as 'Introducing the concept of self talk' and 'Strengthening skills in positive self - talk', they will learn to recognise and talk about their emotions and practise positive ways to cope with strong feelings both at school and at home.

Students will also develop problem-solving skills to help them make fair, kind and inclusive choices in everyday situations. As part of this learning, they will explore themes of empathy and respect through the story Sorry Day, connecting with National Sorry Day and Reconciliation Week using real life scenarios and role play activities. In addition, students explore the concept of stress—and develop a bank of strategies that can be used to manage and reduce stress. Using activities that incorporate real life scenarios they identify trusted adults and learn ways to support others when needed.

These experiences help students grow in confidence, resilience, empathy and their ability to build positive relationships.

## **PHYSICAL EDUCATION**

*with Ms McEvoy*

Despite the cooler weather, we are excited for another term ahead in Physical Education which is sure to provide the students with some valuable skills.

To begin the term, students will participate in a tennis coaching program run by Paul 'Milo' Condliffe. This opportunity has been made possible through a grant from Tennis Australia and will support students in developing the fundamental skills needed to play tennis. Throughout the program, students will learn key techniques such as correct grip and racket control, forehand and backhand strokes, footwork and movement, as well as serving and basic game strategies. Students will also take part in a four-week netball unit. During this time, they will develop skills including passing, catching, footwork, shooting, and understanding basic game rules and positions. These skills will be particularly beneficial for students who are involved in community netball, while also providing a great introduction for those new to the sport.

Both programs are designed to provide a fun, inclusive and engaging environment where students can build their coordination, confidence, teamwork and sportsmanship. We look forward to an exciting term of learning and skill development.

# VISUAL ARTS

*with Miss Pice*

## TERM 2 FOCUS: Nature & Our World

Students will explore the visual elements of line, shape, colour, texture, pattern, space and contrast through a deeper investigation of the natural world and environmental themes. They will look at how artists use these elements purposefully to communicate ideas and messages about the environment.

Throughout the term, students will focus on the purposeful use of visual elements and techniques, refining their skills in a range of media. They will be encouraged to plan their artworks, make intentional choices, and consider how their use of colour, contrast, texture and space can influence the meaning and impact of their work.

Students will apply their learning to create an environmental artwork, expressing their ideas, perspectives and personal responses to nature and the world around them.

It has been fantastic to see students thinking more deeply about their work and the choices they make as artists. We look forward to seeing their ideas and creativity continue to develop throughout the term. 🌱



# PERFORMING ARTS

*with Miss Pice*

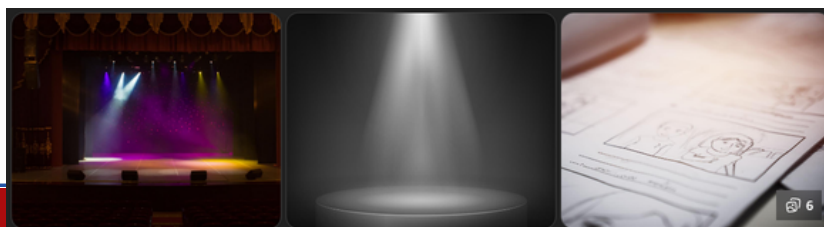
## TERM 2 FOCUS: Storytelling & Character Development

Students will explore how performers use characterisation, expression, voice modulation, stage presence and narrative structure to communicate ideas and engage an audience. They will analyse how different performance techniques can shape meaning and impact.

Throughout the term, students will develop and refine their own performance pieces, making purposeful decisions about how to present character and story. They will be encouraged to plan, rehearse and evaluate their work, as well as provide thoughtful feedback to peers.

Students will work towards a short scene performance, demonstrating their ability to communicate ideas clearly and creatively. Assessment will include peer and teacher feedback, as well as student self-reflection.

It has been fantastic to see students thinking more deeply about their performances and taking ownership of their creative choices. We look forward to seeing their confidence and creativity continue to grow throughout the term. ✨



# IMPORTANT DATES

<p>Week 1 20 – 24 April</p>	<p><b>20: Pupil Free Day (CESL)</b> 21: Students return for Term 2 25: ANZAC Day</p>
<p>Week 2 27 April – 1 May</p>	
<p>Week 3 4 – 8 May Catholic Education Week</p>	<p>4: Come &amp; Try – Information Night @ 7.00pm 5: Run for Mums &amp; Mother’s Day staff <b>6: Pupil Free Day</b> 7: Come &amp; See – School Tour @ 9.30am 7: Movie Night fundraiser (The Devil Wears Prada 2) 7-8: Year 3/4Camp Swan Hill</p>
<p>Week 4 11 – 15 May</p>	<p>14: Cross Country Moama (selected students) 15: Do it for Dolly Day</p>
<p>Week 5 18 – 22 May</p>	<p>18: School Advisory Council Meeting 2 @ 7.30pm 19: Emergency Drill (Lockdown)</p>
<p>Week 6 25 – 29 May  27: Reconciliation Week</p>	<p>29: Reconciliation Week Community Learning Day 29: Campaspe Netball tournament</p>
<p>Week 7 1 – 5 June Reconciliation Week</p>	<p><b>5: Pupil Free Day (CESL)</b></p>

# IMPORTANT DATES

<p>Week 8 8 – 12 June</p>	<p>8: Kings Birthday – Public Holiday 10: 3/4 Winter Sports</p>
<p>Week 9 15 – 19 June</p>	<p>18: 5/6 Winter Sports</p>
<p>Week 10 22 – 26 June</p>	<p>23: Campaspe Boys Football Tournament 26: End of Term 2</p>



# SCHOOL INFORMATION

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**Please note the mobile phone is not manned at all times.  
Any urgent messages should be given via land line phone call.**