

# St Joseph's Catholic Primary School

## Year 5 Curriculum Note

### Term 3, 2020

#### Teachers

**5J** - Mrs Lantry & (Mrs Van Akker - Thursday)

**5M** - Mrs Walls

**Learning Support Teacher** - Mr Barr (Monday and Tuesday)

**Creative Arts** - Zoe Van Akker (5J) / Mrs Birac (5M) (Thursday)

Dear Parents,  
Welcome to Term 3, another term of exciting new learning and adventures.

The following is an outline of some of the learning experiences your child will be participating in.



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

## 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

#### The Catholic Church in Australia has a Special Story

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.



#### 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.

#### 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

# Curriculum Learning

## English

Students read and compare complex texts, for enjoyment and learning, and can express their thoughts and opinions about what they have read. They can write a wide variety of well-constructed texts such as reviews, reports and narratives. Students develop skills to communicate with others in most settings. They can transfer the literacy skills developed in English to other subjects.



This term students will:

- analyse strategies authors use to influence readers
- compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest
- understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
- create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
- identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer
- understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases
- experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail
- summarise a text and evaluate the intended message or theme
- analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts
- use comprehension strategies to interpret and analyse information and ideas
- use electronic devices, create detailed texts about a range of topics, including topics they have been studying
- demonstrate understanding of grammar, including the ability to write complex sentences
- develop an expanding vocabulary
- use accurate spelling and punctuation

## Mathematics

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

This term students will:

- continue to work on developing Mathematical Growth Mindset
- compare, describe and name prisms and pyramids
- describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction
- classify two-dimensional shapes and describe their features
- use diagrams, and mental and written strategies, to subtract a unit fraction from any whole number including 1
- solve word problems that involve addition and subtraction of fractions with the same denominator
- use estimation to verify that an answer is reasonable
- estimate, measure and compare angles using degrees
- solve problems involving division by a one-digit number, including those that result in a remainder
- describe and interpret different data sets in context
- recognise that the place value system can be extended beyond hundredths
- describe translations, reflections and rotations of two-dimensional shapes
- identify and describe factors and multiples of whole numbers and use them to solve problems

## Science and Technology

### Earth's Place in our Solar System

In this unit, students will consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. They will understand that Earth is part of a system of planets and other celestial bodies, orbiting around a star. Students will research Aboriginal and Torres Strait Islander Peoples' understanding of the night sky and how scientists were able to develop ideas about the solar system through the gathering of evidence through space exploration. They will also recognise how technologies developed to aid space exploration have changed the way people live, work and communicate. Working independently and collaboratively, students will plan and apply the elements of scientific investigations to answer questions and solve problems using appropriate equipment.

### The Physical World

This unit will focus on the difference between contact and non-contact forces and how energy is transformed from one form to another. 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

The students will be selecting one of the suggested scripture passages and exploring how they can interpret and artistically express their understanding of the Christmas story. Working through composition and media decision making processes, they will create their own Christmas Story artwork.

## Personal Development, Health and Physical Education

### Physical Education

This unit provides students with opportunities to develop and refine stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency and effectiveness of movement. Students will transition smoothly from one skill to another e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw) They will apply movement skills to perform sequences in dynamic physical activity contexts. This unit also provides students with developmentally appropriate activities and equipment, visual demonstration of skills, instruction and feedback. During this term students will participate in the AFL program.

### Health

In this unit students will be developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities.

Students will engage in the responsible use of technology through a Catholic perspective, linking to their own personal mental health and that of others.

Students will incorporate the school PB4L expectations supporting the inquiry areas of inclusion and respect within their community.

This term Students will also engage in the NRMA Science and Road Safety program



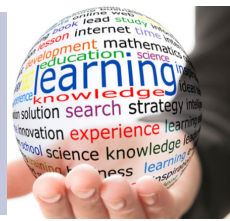
### Morning Arrival

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





**WASTE  
FREE  
WEDNESDAYS**

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.



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
		Sports Uniform Waste Free		Sports Uniform

### 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
- Could each student please bring in one box of tissues for the class to use over Semester 2, that would be appreciated

## 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

### 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

- Complete updates regularly
- Turn notification sounds off
- Bring headphones to school

- 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 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](mailto:info@sjbdow.catholic.edu.au)

Phone: 42831111

Kind Regards,

Mrs Walls, Mrs Lantry, Mrs Van Akker, Mrs Birac and Mr Barr