

CURRICULUM NOTES

ST JOSEPH'S ROCHESTER
YEAR 5/6



WELCOME TO TERM 4

Dear Parents and Carers,

We are excited to welcome our Year 5/6 students back for their final term of the school year. We are looking forward to working with the children and supporting them in making the most of this important term in their learning journey.

This term promises to be a busy and rewarding one, with many events and activities taking place. These experiences will provide wonderful opportunities for our students to demonstrate their learning, build on their skills, and celebrate their achievements as senior members of our school community.

Some of the special events this term include:

- World Mental Health Day – Walk this Way Rochester
- World Kindness Day – Dress Up Day
- Confirmation & Eucharist Mass
- Wellbeing Wears Many Outfits – Dress Up Day

We are proud of the effort and commitment our students have shown so far this year, and we look forward to another term filled with learning, growth, and celebration.

Kind regards,
Yvette and Maree



CURRICULUM NOTES

ST JOSEPH'S ROCHESTER
Year 5/6



TERM 4 DRESS UP DAYS



**FRIDAY
10 OCTOBER**

World Mental Health Day - Steps on your Wellbeing Journey

Children are invited to come to school in Walking Gear - we will walk the Walk This Way Rochester Track.



**THURSDAY
30 OCTOBER**

WELLBEING WEARS MANY OUTFITS

As part of Wellbeing Week, we're inviting everyone to get creative and dress up to celebrate the many ways we can look after ourselves and each other. Your outfit can represent what makes you feel good – whether it's bright colours, comfy clothes, sports gear, a favourite character, or something that shows kindness, fun, or teamwork. Be bold, be playful, and most importantly, be yourself!

There's no "right" way to dress up – because wellbeing wears many outfits. 🌟



**THURSDAY
13 NOVEMBER**

WORLD KINDNESS DAY

Children are welcome to dress as a symbol of something that makes them laugh, helps them exercise or a musician they enjoy listening to.



**FRIDAY
12 DECEMBER**

CHRISTMAS T-SHIRT/OUTFIT DRESS UP DAY

Children are welcome to be dressed in a christmas shirt or outfit.



For more details and updates about these events, please
follow us on social media

facebook.com/stjosephsrochester

ENGLISH



Novel Study 1

The Last Bear

This term, the Year 5/6 students are studying *The Last Bear* as their class novel, using the OCHRE curriculum as a guide. Students are exploring the themes of courage, resilience, and the relationship between humans and the natural world. They are learning to discuss characters' actions and motivations, identify key themes, and make connections to real-world issues such as climate change and animal protection.

Speaking and Listening

Students are developing their ability to listen actively to discussions and contribute thoughtful ideas. They are encouraged to ask and answer questions, share their opinions clearly, and respect the perspectives of others. Class discussions, group tasks, and partner activities give students opportunities to explain their thinking, justify points of view, and build confidence in presenting their ideas aloud.

Reading and Viewing

Students are building their comprehension skills by analysing characters, settings, and events in the text and linking these to broader themes. They practise summarising key ideas, making inferences, and using evidence from the novel to support their understanding. To strengthen fluency and expression, students participate in fluency practice 3–4 times each week. This includes activities such as paired reading, echo reading, repeated reading, and choral reading, where they focus on accuracy, phrasing, and confidence when reading aloud.

Writing

In Writing this term, students are focusing on crafting extended texts across a range of genres, such as narratives, persuasive pieces, and information reports. They are planning, drafting, and editing their work with attention to structure, vocabulary, and sentence variety. Students are encouraged to use topic sentences, supporting details, and conclusions to create clear and cohesive paragraphs. They are also developing their ability to revise and refine their writing to suit audience and purpose.

Novel Study 2

I Wandered Lonely as a Cloud

This term, the Year 5/6 students are focusing on poetry through the study of William Wordsworth's *I Wandered Lonely as a Cloud*. Students are exploring how poets use language, imagery, and structure to create meaning and mood. They are reflecting on the themes of nature, beauty, and inspiration, and making personal connections to the emotions expressed in the poem.

Speaking and Listening

Students are developing their ability to listen actively, contribute to discussions, and share interpretations of poetry. They are encouraged to build on others' ideas, explain their thinking clearly, and ask thoughtful questions. Oral activities, such as reading poetry aloud and responding in groups, help students build confidence in expressing ideas and deepening their understanding of language.

Reading and Viewing

Students are learning to analyse the imagery, vocabulary, and structure used in *I Wandered Lonely as a Cloud* and how these shape meaning. They are building comprehension skills by identifying key ideas, making inferences, and using evidence from the text to support their interpretations. Reading fluency continues to be a focus, with regular practice through paired, echo, repeated, and choral reading to strengthen accuracy, phrasing, and expression.

Writing

In Writing this term, students are experimenting with their own poetry, using descriptive language, imagery, and structure to convey ideas and emotions. They are planning, drafting, and editing their poems to create clear and cohesive pieces. Students are also refining their ability to write extended texts across other genres, drawing on the skills of organising ideas, using precise vocabulary, and editing for meaning and effect.

MATHEMATICS

Data Representation

In data representation, the children will be learning to carry out statistical investigations by posing questions, collecting information, and analysing results. They will build skills in reading and creating frequency tables, column graphs, and line graphs, and will use spreadsheets to organise and display data. Building on their earlier learning, they are developing confidence in recognising patterns, avoiding bias, and choosing clear and meaningful ways to present their findings.

Fractions, Decimals and Percentages

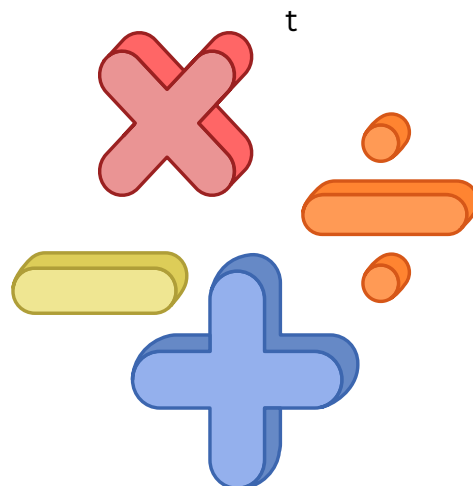
The children will be building confidence with fractions, decimals, and percentages. They will develop strategies to solve problems, make connections between these concepts, and explain their thinking. Students will also strengthen their ability to convert between fractions, decimals, and percentages, calculate percentage discounts, and use estimation to check the reasonableness of their answers.

Operations

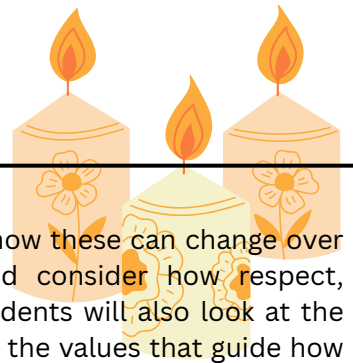
The children will be learning to use a range of strategies when working with the four operations and solving problems. They will build on their prior knowledge to understand how changes affect calculations and will use visual methods and mathematical representations to support and explain their thinking. Students will also develop confidence in selecting efficient strategies to solve problems accurately.

Measurement

Students will work with length, area, and perimeter, selecting and converting between appropriate units (mm, cm, m, km). They will solve real-life problems, such as designing floor plans or measuring school spaces, encouraging them to plan, check, and reflect on their solutions



RELIGION



LIFE RELATIONSHIPS (Year 6)

In this unit, students will explore the importance of relationships in their lives and how these can change over time. They will reflect on the role of family, friendships, and community, and consider how respect, responsibility, and care for others are central to building positive connections. Students will also look at the influences that shape their identity, including family, peers, and society, and discuss the values that guide how we treat one another. The children will describe the qualities of healthy relationships and show their understanding of respect, dignity, and inclusion in different contexts.

LIVING AS DISCIPLES (Year 5/6)

In this unit, the children will explore the Beatitudes and what it means to live with love, justice, and compassion as followers of Jesus. They will learn how Jesus' words guide us to care for others, study examples of people living out the Good News today and reflect on how they can respond in their own lives. The children will rewrite the Beatitudes in contemporary language and present their ideas creatively, showing how these teachings remain meaningful in our world today.

THE BIRTH OF JESUS, THE MESSIAH

In this unit, the children will be learning about the Christmas story from the Gospel of Matthew. They will explore the meaning and symbols within Matthew's account, including the visit of the Wise Men, the guiding star, and the gifts of gold, frankincense, and myrrh. The children will reflect on what this story meant for the community at the time and what it means for us today. As part of their assessment, they will design a Christmas card that includes an illustration and a Scripture verse from Matthew's Gospel, showing their understanding of the story and its message of hope.

INQUIRY

Data and Decisions

This term, the children will be exploring the world of economics and business by learning about needs and wants, different types of resources, opportunity cost, employment, and how technology is changing the way people work. They will be working together to create their own business idea. The children will be carrying out market research, looking at survey data, thinking about competitors, and identifying the resources they would need. The unit will finish with the children designing and presenting a business plan and pitch to an audience, showing their understanding of decision-making and entrepreneurial skills.



AUSLAN *with Tim*



Across the classrooms in term 4 students will build on their practical knowledge of Auslan through being introduced to classroom-based conversations and routines. These conversations and routines can be used in everyday practise to develop fluency and confidence. For example;

- Roll call - students sign their name.
- Excuse me, can you please help me?
- Grab your lunch and hat, it's time.

We will continue to welcome Tim on Friday who will support the learning within the classroom while also introducing topics of interest such as Christmas signs towards the end of the year.

TRP / RRRR

This term in Resilience, Rights and Respectful Relationships (RRRR) and The Resilience Project (TRP), students will explore a range of problem-solving techniques that can be applied when facing personal, social, and ethical dilemmas. Through a variety of scenario-based learning tasks, students will have the opportunity to practise their problem-solving and decision-making skills in real-life contexts. In addition, students will take part in a stress management unit, where they will explore the causes and signs of stress and learn a range of self-regulation and coping strategies such as mindfulness, positive self-talk, breathing techniques, and seeking support to help them effectively manage challenging situations. During the term, students will recognise and celebrate World Kindness Day by completing a creative art activity that promotes empathy, gratitude, and the importance of showing kindness to others.

PERFORMING ARTS *with Mrs Fellows*

During Term 4, students will be undertaking learning in the Performing Arts subjects area. The two major subjects that they will be learning about are Music and Dance. Each week, the students will have a music lesson focused on developing listening/aural skills for manipulating elements of music to achieve expressive effects when composing, singing and playing instruments.

The dance unit unpacks the telling of their own story-exploring storytelling through dance. They will learn to use the elements of body, space and time in dance to enhance and tell their own story. Students will collaborate and work in groups to begin to create a dance that tells a collective personal story.

PHYSICAL EDUCATION *with Mrs McEvoy*

As we head into the final term of the school year, our Grade 3–6 students have some exciting programs to look forward to! We will be kicking things off with a skipping unit, where students will learn new skills such as coordination, rhythm, balance, and agility, all while keeping active and having fun. The program will finish with our whole school Jump Off Day, a fantastic opportunity for students to show off their progress, share their tricks, and celebrate their achievements together.

Later in the term, students will take part in our swimming program, attending daily lessons for over a week period to continue developing their water safety and swimming skills. To finish the year, students will participate in a scooter and skateboard education program, where they will develop balance, coordination, safe riding techniques, turning, stopping, and basic tricks in a controlled environment. A strong emphasis will be placed on safety practices, including the correct use of helmets and protective gear. The program will conclude with a visit to the local skate park, giving students the opportunity to apply and demonstrate their skills in a fun, safe, and supportive setting.

VISUAL ARTS

This term in Visual Arts, students across the school will be exploring “The Great Outdoors” as a central theme. Our artists will observe the natural world closely and use it as inspiration for their own creations. Students will experiment with a variety of mediums and processes to capture landscapes, flowers, plants, trees, and the textures and colours of nature. The focus across year levels will be tailored to developmental stages - encouraging imagination, creativity, and artistic growth. Artists in Years 5 and 6 will take a deeper dive into how artists represent nature and the environment. They will:

- Learn how composition and perspective can be used for dramatic effect.
- Explore both realistic and abstract representations of the outdoors.
- Experiment with more advanced art-making processes such as acrylic painting, detailed drawing, large-scale compositions and some mixed media.
- Consider how artists use the outdoors to tell stories about identity, culture, and the environment.

Throughout the term, the aim is for each student to see themselves as an artist, enjoy making art, share their ideas in creative ways, and take inspiration from the world around them.

IMPORTANT DATES

Week 1: 6th - 10th October	7, 8, 9: Elmore Field Days 10: World Mental Health Day - Walk this Way Rochester
Week 2: 13th - 17th October	17: Campaspe Basketball
Week 3: 20th - 24th October	24: 3/4 Summer Sports 24: Deb Ball - volunteers needed.
Week 4: 27th - 31st October <i>Wellbeing Week</i>	30: Wellbeing Wears Many Outfits - dress up day 31: Reconciliation Paraliturg
Week 5: 3rd - 7th November	3: Pupil Free Day 4: Melbourne Cup Day 7: P-2 Tabloid Sports
Week 6: 10th - 14th November	13: World Kindness Day - dress up day 14: Confirmation & Eucharist Mass
Week 7: 17th - 21st November	21: Paint & Sip fundraising event
Week 8: 24th - 28th November <i>Swimming Week</i>	
Week 9: 1st - 5th December	2 & 3: Learning Conversations 

IMPORTANT DATES



Week 10:
8th - 12th December

9: 2026 Transition (Step Up) sessions 9.00am - 1.40pm
11: End of Year Gathering - 6.00pm - 8.00pm
12: Christmas T-shirt Day & Community Learning Day

Week 11:
15th - 18th December

15: Grade 6 Big Day Out
15: Grade 6 Graduation Dinner
16: Students Last Day of Term 4 - Mass & Assembly
@11.45am
17: Staff finish



SCHOOL INFORMATION

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(please note this phone is not manned at all times and any urgent messages should be given via phone call)