







Year Five Curriculum Overview – Term Three, 2023

Welcome to Term 3, 2023.

Below is a summary of the content to be covered in each Key Learning Area in Term Three.

<p>Religious Education</p> 	<p>Bible Wisdom Poetry and Song in the Old Testament (Weeks 1 – 5) In this module students will learn about life from the wisdom writings of the Old Testament. They will have the opportunity to look at some of the wise, reflective and poetic writings of the Old Testament and to discover their universal significance.</p> <p>Justice/Missioning Rite (Weeks 6– 10) In this module students will identify just and unjust situations in the contemporary world. Students will explore the concepts of rights and responsibilities, and the right of all people to a fair and just share of God's gifts. They will also examine ways that being a Christian is synonymous with living and working for justice for all people.</p>						
<p>English</p> 	<p>Our English block is divided into two sessions each day: Reading and Writing.</p> <p>During the Reading session, students will independently read or be working in groups to develop reading, fluency, comprehension, vocabulary, conventions of language and cooperation skills.</p> <p>All students will participate in small group instruction where they work closely with their teacher on reading and/or comprehension skills.</p> <p>During the Writing session, students will be working on developing skills in writing engaging and interesting persuasive and/or informative speeches and creating descriptive imaginative texts for varying audiences and purposes. They will develop and extend their writing skills through explicit teaching using correct grammar, punctuation, spelling, language devices along with exploring a variety of sentence types. We will be focusing on editing and recrafting and understanding how this helps improve our writing.</p> <p>During Speaking and listening, students will participate in the annual whole school Public Speaking Competition. They will practise and present a 3-minute speech on a selected topic that they have written in class. Information about the Public Speaking Competition have been communicated to families via compass.</p> <p>Due to our Bathurst excursion in Week 6, the students will be presenting their speeches in class on Monday the 14th August.</p>						
<p>Mathematics</p> 	<p>During Term Three, students will be exploring the following topics: representing quality fractions, Additive Relations, Volume and Capacity and Multiplicative Relations.</p> <p>Throughout these topics, students will learn to problem solve, describe, and represent mathematical situations in a variety of ways and provide reasons for supporting one possible solution over another.</p>						
<p>Inquiry Learning: History</p> 	<p>This term our History Inquiry unit will be based around the big question: How did colonisation affect the lives of Australian people? Throughout the unit students will learn:</p> <ol style="list-style-type: none"> 1. What do we know about the lives of people in Australia's colonial past and how do we know? 2. How did an Australian colony develop over time and why? 3. How did colonial settlement change the environment? 4. What were the significant events and who were the significant people that shaped Australian colonies? <p>If we have any passionate parents who would like to present to the cohort regarding learning in this history field, please email the school scw@dbb.catholic.edu.au</p>						
<p>PDHPE</p> 	<p>Second Steps Social and Emotional Learning Program (Weeks 1-10)</p> <p>St Cecilia's is continuing to implement the Second Step, a coordinated classroom, family, and community program, designed teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions.</p> <table border="1" data-bbox="280 1697 1511 2065"> <thead> <tr> <th>LESSON</th><th>OBJECTIVE</th></tr> </thead> <tbody> <tr> <td>Lesson 1 – Recognising Bullying</td><td> <ul style="list-style-type: none"> • Recognise and define bullying • Understand how bullying can affect them and their peers • Empathize with individuals who are bullied • Understand what they can do if they or someone they know is bullied </td></tr> <tr> <td>Lesson 2 – Bystanders</td><td> <ul style="list-style-type: none"> • Recognise and define the role of a bystander in bullying • Understand how a bystander can be a part of the problem or part of the solution • Apply empathic concern and perspective taking • Identify ways to be part of the solution to bullying </td></tr> </tbody> </table>	LESSON	OBJECTIVE	Lesson 1 – Recognising Bullying	<ul style="list-style-type: none"> • Recognise and define bullying • Understand how bullying can affect them and their peers • Empathize with individuals who are bullied • Understand what they can do if they or someone they know is bullied 	Lesson 2 – Bystanders	<ul style="list-style-type: none"> • Recognise and define the role of a bystander in bullying • Understand how a bystander can be a part of the problem or part of the solution • Apply empathic concern and perspective taking • Identify ways to be part of the solution to bullying
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	Lesson 3 – Introducing Emotion Management	<ul style="list-style-type: none"> • Describe what happens in their brains and bodies when they experience strong emotions • Identify a personal signal • Identify and name strong feelings
	Lesson 4 – Calming down	<ul style="list-style-type: none"> • Identify situations in which they might need to calm down • Learn the technique for deep, centred breathing • Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)
	Lesson 5 – Managing anxiety	<ul style="list-style-type: none"> • Identify social situations that can cause anxiety • Apply what they've learned about calming down in scenarios causing social anxiety
	Lesson 6 – Managing frustration	<ul style="list-style-type: none"> • Identify physical signs of frustration • Demonstrate reducing frustration by using the Calming-Down Steps
	Lesson 7 – Resisting revenge	<ul style="list-style-type: none"> • Identify consequences of revenge • Generate alternatives for seeking revenge • Demonstrate using the Calming- Down Steps
	Lesson 8 – Handling Put-Downs	<ul style="list-style-type: none"> • Identify strategies for handling put-downs • Demonstrate what they've learned about the Calming-Down Steps • Demonstrate assertive responses to put-downs
	Lesson 9 – Avoiding assumptions	<ul style="list-style-type: none"> • Identify emotion-management strategies • Demonstrate Assertiveness Skills • Identify and use positive self-talk statements to avoid making assumptions
Physical Education (Netball and Gymnastics) Students will develop fundamental motor skills associated with netball and gymnastics. They will be given the opportunity to practise these skills through playing games and/or modified sports. We have a netball clinic for 4 weeks this term with professional netballers delivering the teaching of netball skills. The stage 3 netball gala day will be held on Friday 15th September.		
Visual Arts 	Australian Past – The Goldrush The gold rush era is the inspiration for this unit with a focus on activities such as prospecting and bushrangers. Students will Look at famous Australian artists who recorded events in early Australian history. Arthur Streeton, Sidney Nolan, Fredrick McCubbin, John Lewin and Shawn Tan. By studying their methods and styles, they will recreate their own interpretations of early Australian life. Students will create an artwork inspired by Ned Kelly and the time in which he lived. Using various tools and printing methods, students will create an abstract version of a goldmine.	

Additional Information

Class	Coding	Japanese	CAPA	Library	Sport
5 GOLD Mrs Dowling - Mon, Tues, Thurs, Fri Mrs Callaghan Wednesday	Monday	Tuesday	Tuesday	Thursday	Thursday and Friday
5 BLUE Mrs Xuereb	Monday	Tuesday	Tuesday	Tuesday	Thursday and Friday

Home Learning

PDH – Second Steps Homework

Students will continue to be given weekly home-link tasks based around the Second Step program; these home-link tasks will reinforce the learning completed in class and need to be signed off by parents in the space provided.

English – Students should read independently as much as possible (the recommended time frame for a stage 3 student to read is 20 to 30 minutes a day). This could be bedtime reading, reading to siblings, newspapers, magazines etc. Students should come to school each week having read the designated section of their group reader, ready to participate in the session.

Mathematics – The students will also be required to continue to practise their **mathematics multiplication tables** as part of their home learning. This is essential in successfully solving a wide variety of mathematical problems throughout their life. There is an online **Speed Skills** section in Maths Online at the bottom of the screen. Children can access this section to build their fluency and quick recall of timetable facts. **All the students Maths Online passwords are on our Year 5 Google Classroom pages.**



Students are also assigned a **Maths Online** task that consolidates the learning that happened in class that week. This should not be too challenging for your child as it is meant to be a revision of current learning.

Positive Behaviour for Learning – PBL

St Cecilia's Core Values: At St Cecilia's we are safe, cooperative and respectful learners.



Term 3	Core Value	Focus Skill
Week 1 and 2	Cooperate	Own our behaviour
Week 3 and 4	Act Safely	Care for ourselves and our environment
Week 5, 6 and 7	Respect	Use a growth mindset
Week 8, 9 and 10	Act Safely	Problem Solve

IMPORTANT DATES AND EVENTS FOR YEAR 5

- Grandparents Day Liturgy and open classrooms, from 8:15 (26th July)
- Year 5 Parish Mass @ 9:15 (7th August)
- Bathurst Excursion Dates (23-24 August) If you have not completed the Bathurst Excursion consent form, please complete ASAP (sent via Compass, on the 20th of June).
- School Disco – 'Fluro Friday' – (25th August)
- Father's Day Breakfast and Liturgy, Year 5 leading (31st August)
- Book Week Parade (31st August)
- Stage 3 Netball Gala Day (15th September)

Home/School Communication

If you have any concerns regarding your child's education, please arrange an interview time with your child's teacher or communicate via the school office using the following email address: scw@dbb.catholic.edu.au

We look forward to a great term of learning for your child and know that you will support us in this endeavour.

Mrs Jamie Dowling, Mrs Tenille Callaghan and Mrs Sarah Xuereb