






Year Five Curriculum Overview – Term Four, 2023

Welcome to Term 4, 2023!

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

<p>Religious Education</p> 	<p>Justice/Missioning Rite (Weeks 1-5) 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>Advent to Christmas (Weeks 6-10) In this module students will focus on the role of Mary in the stories we hear during the readings of Advent. Students will explore how Mary responded to God's call-in faith and love and how we, as disciples of Jesus, are challenged to do the same. The students will also study and reflect on the Season of Christmas, its place within the Church's liturgical year and the implications of this season for their lives today.</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. 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 'captain speeches' and creating narratives 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 prepare and write their Year 6 Leadership speeches. All students will present their speeches in front of their teachers and classmates on Monday, 13th and Tuesday 14th of November as this will form part of their speaking and listening assessment. Those who wish to put themselves forward for the school captaincy will present in front of Year 5 and 6 on Thursday, 16th of November. Further details about the timeline for Captain roles will be communicated via Compass.</p>												
<p>Mathematics</p> 	<p>During term four, students will be exploring the following topics: Additive Relations, Geometric Measures (Angles, Length and Position), Two-Dimensional Spatial Structure, Chance and Non-Spatial Measure (Mass)</p> <p>Throughout these topics, students will develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.</p>												
<p>Science and Technology</p>	<p>This term our Science and Technology unit will be based around the big question: How do natural occurrences impact Earth? Throughout the unit students will inquire into:</p> <ol style="list-style-type: none"> 1. How does the Earth compare to other planets in the solar system? 2. How do sudden geological changes and extreme weather events affect the Earth's surface? 												
<p>PDHPE</p> 	<p>Personal Development and Health</p> <p>St Cecilia's is continuing to implement the Second Step, a coordinated classroom, family, and community program, designed to 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="288 1675 1538 2107"> <thead> <tr> <th>LESSON</th><th>Objectives</th></tr> </thead> <tbody> <tr> <td>Lesson 1 – Solving problems – Part 1</td><td> <ul style="list-style-type: none"> Recall the S: Say the problem step of the Problem-Solving Steps State a problem without blaming anyone </td></tr> <tr> <td>Lesson 2 – Solving problems – Part 2</td><td> <ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem </td></tr> <tr> <td>Lesson 3 – Making a plan</td><td> <ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem </td></tr> <tr> <td>Lesson 4 – Seeking help</td><td> <ul style="list-style-type: none"> State the Problem-Solving Steps Demonstrate using assertiveness skills when seeking help </td></tr> <tr> <td>Lesson 5 – Dealing with gossip</td><td> <ul style="list-style-type: none"> Identify why some gossip is harmful Generate ideas for refusing or avoiding harmful gossip Demonstrate using the Problem-Solving Steps to deal with gossip </td></tr> </tbody> </table>	LESSON	Objectives	Lesson 1 – Solving problems – Part 1	<ul style="list-style-type: none"> Recall the S: Say the problem step of the Problem-Solving Steps State a problem without blaming anyone 	Lesson 2 – Solving problems – Part 2	<ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem 	Lesson 3 – Making a plan	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem 	Lesson 4 – Seeking help	<ul style="list-style-type: none"> State the Problem-Solving Steps Demonstrate using assertiveness skills when seeking help 	Lesson 5 – Dealing with gossip	<ul style="list-style-type: none"> Identify why some gossip is harmful Generate ideas for refusing or avoiding harmful gossip Demonstrate using the Problem-Solving Steps to deal with gossip
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	Lessons 6 -7- Dealing with pressure	<ul style="list-style-type: none"> • Demonstrate using assertiveness skills to resist peer pressure • Demonstrate using the Problem-Solving Steps to resist peer pressure
	Lessons 8-9- Reviewing Second Step Skills	<ul style="list-style-type: none"> • Identify Second Step skills and concepts being used in scenarios students might encounter at school • Include Second Step skills in a written script about solving a problem
Physical Education Lawn Bowls (Weeks 1-9) Students will participate in a lawn bowls program run by volunteers at the Wyong Bowling Club. They will practise their motor skills, hand-eye coordination, and balance. Cricket (Weeks 1-3 & Weeks 5-7) Students will develop fundamental motor skills associated with cricket. They will be given the opportunity to practise these skills through playing games and/or modified sports. CCC Touch Football Gala Day (10th November) & Stage 3 Surf Day @ Toowoomba Bay (11th December)		
Creative Arts 	Christmas Art Throughout this unit students will learn the techniques needed to create various Christmas artworks. The emphasis is on technique and art not craft. The emphasis is on technique and art not craft. Techniques used will be drawing, collage, batik style and watercolour. Students will be introduced to famous English and European artists depicting Christmas, and Romero Britto. Emphasis is on individual responses and variety of creations. Students will have opportunities to self-evaluate and observe each other's efforts with positive responses. The artworks created will be made into Christmas cards.	

Additional Information

Class	Coding	Japanese	Drama/Music	Library	Sport
5 GOLD	Monday	Wednesday	Wednesday	Thursday	Thursday & Friday
5 BLUE	Monday	Wednesday	Wednesday	Wednesday	Thursday & 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 (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.



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.

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.org.au

IMPORTANT DATES AND EVENTS FOR YEAR 5

- **Socktober Day (20th October) Wear your crazy socks and bring a gold coin donation to support Catholic Mission**
- **Remembrance Day Whole School Liturgy @ 8:45 (10th November)**
- **Year 5 present their captain speeches to their class (13th-14th November)**
- **Year 5 present their captain speeches to the Stage (16th November)**
- **CCC Touch Football Gala Day (10th November)**
- **St Cecilia's Whole School Liturgy @ 8:45 (22nd November)**
- **Whole School End of Year Mass @ 9:30 (4th December)**
- **Andrew Chin Christmas Concert @ 5:30 (5th December)**
- **Stage 3 Surf Day @ Toowoomba Bay (11th December)**
- **Step-up Morning (14th December)**

We look forward to another 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