







# 2024, Term One, Year Five Curriculum Overview

We would like to extend a warm welcome to our Year 5 families.

Below is a summary of the content to be covered in each learning area.

<div>Religious Education</div> <div></div>	<div>See, Judge, Act</div> <p>During the term, students will be exploring social justice principles and how Christians are called to respect the dignity of the human person. Scripture and Church Tradition inform our understanding of social justice and the Church’s mission to build a just world. The principles of Catholic Social Teaching and the model See, Judge, Act, enable students to review situations of injustice. The Catholic Church in Australia reaches out to people who struggle to live with injustice.</p>												
<div>English</div> <div></div>	<p>The following focus areas will be explored this term:</p> <ul style="list-style-type: none"><li>• Oral language and communication</li><li>• Vocabulary</li><li>• Reading fluency</li><li>• Reading comprehension</li><li>• Creating written texts</li><li>• Spelling</li><li>• Handwriting and digital transcription</li><li>• Understanding and responding to literature</li></ul> <p>During <b>reading</b> sessions, students will independently read or be learning 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 <b>writing</b> session, students will be working on developing skills in writing engaging and interesting persuasive and 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 and exploring various sentence types. We will be focusing on editing, recrafting, and understanding how this helps improve our writing.</p> <p>During the <b>oral language</b> session, students will communicate for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</p>												
<div>Mathematics</div> <div></div>	<p>During the term, students will be exploring the following areas:</p> <table><tr><th>Weeks</th><th>Big Idea</th><th>Outcomes</th></tr><tr><td>Weeks 0 – 6</td><td><i>The number system extends infinitely to very large and very small numbers</i></td><td><b>Working Mathematically Number and Algebra</b> -Representing Whole Numbers -Additive reasoning -Multiplicative reasoning</td></tr><tr><td>Weeks 7 – 8</td><td><i>Addition and subtraction problems can be solved using a variety of strategies</i></td><td><b>Working Mathematically Number and Algebra</b> -Representing whole numbers -Additive reasoning</td></tr><tr><td>Weeks 9 – 10</td><td><i>What needs to be measured determines the unit of measurement?</i></td><td><b>Working Mathematically Measurement and Space</b> -Geometric measure -2D spatial structure -non spatial measure <b>Number and Algebra</b> -Additive reasoning</td></tr></table> <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>	Weeks	Big Idea	Outcomes	Weeks 0 – 6	<i>The number system extends infinitely to very large and very small numbers</i>	<b>Working Mathematically Number and Algebra</b> -Representing Whole Numbers -Additive reasoning -Multiplicative reasoning	Weeks 7 – 8	<i>Addition and subtraction problems can be solved using a variety of strategies</i>	<b>Working Mathematically Number and Algebra</b> -Representing whole numbers -Additive reasoning	Weeks 9 – 10	<i>What needs to be measured determines the unit of measurement?</i>	<b>Working Mathematically Measurement and Space</b> -Geometric measure -2D spatial structure -non spatial measure <b>Number and Algebra</b> -Additive reasoning
Weeks	Big Idea	Outcomes											
Weeks 0 – 6	<i>The number system extends infinitely to very large and very small numbers</i>	<b>Working Mathematically Number and Algebra</b> -Representing Whole Numbers -Additive reasoning -Multiplicative reasoning											
Weeks 7 – 8	<i>Addition and subtraction problems can be solved using a variety of strategies</i>	<b>Working Mathematically Number and Algebra</b> -Representing whole numbers -Additive reasoning											
Weeks 9 – 10	<i>What needs to be measured determines the unit of measurement?</i>	<b>Working Mathematically Measurement and Space</b> -Geometric measure -2D spatial structure -non spatial measure <b>Number and Algebra</b> -Additive reasoning											

<p><b>Inquiry Learning: Science and Technology</b></p> 	<p>This term our Science and Technology Inquiry unit will be based around the big question: <b>How do the properties of materials determine their use?</b> Throughout the unit students will learn:</p> <ol style="list-style-type: none"> <li>1. How can the state of materials be changed and manipulated?</li> <li>2. What is the result of combining materials?</li> <li>3. Why are the characteristics of materials important when designing and producing?</li> </ol> <p><b>If we have any passionate scientist parents out there who would like to present to the cohort regarding learning in this space,</b> please email the school <a href="mailto:scw@dbb.catholic.edu.au">scw@dbb.catholic.edu.au</a></p>																				
<p><b>PDHPE</b></p> 	<p><b>Second Steps Social and Emotional Learning Program (Weeks 2-10)</b> - The Second Step program aims 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. We will be exploring the following topics:</p> <table border="1" data-bbox="260 533 1503 1294"> <thead> <tr> <th>LESSON</th><th>OBJECTIVE</th></tr> </thead> <tbody> <tr> <td><b>Lesson 1</b> - Empathy and Respect</td><td>Define empathy, define respect</td></tr> <tr> <td><b>Lesson 2</b> - Listening with Attention</td><td>Demonstrate listening with attention skills</td></tr> <tr> <td><b>Lesson 3</b> - Being Assertive</td><td>Identify passive, aggressive, and assertive responses; demonstrate assertive responses with their partners</td></tr> <tr> <td><b>Lesson 4</b> - Predicting Feelings</td><td>Predict how others might feel as a result of their or another's actions; state the cause and effects of a given action</td></tr> <tr> <td><b>Lesson 5</b> - Taking Others' Perspectives</td><td>Demonstrate the ability to take someone else's perspective</td></tr> <tr> <td><b>Lesson 6</b> - Accepting Differences</td><td>Identify similarities and differences between two people</td></tr> <tr> <td><b>Lesson 7</b> - Disagreeing Respectfully</td><td>Distinguishing between respectful and disrespectful ways to disagree; communicate their own perspectives; demonstrate skills for disagreeing respectfully</td></tr> <tr> <td><b>Lesson 8</b> - Introducing Emotion Management</td><td>Describe what happens in their brains and bodies when they experience strong emotions; identify a personal signal; identify and name strong feelings</td></tr> <tr> <td><b>Lesson 9</b> - Calming down</td><td>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)</td></tr> </tbody> </table> <p><b>Physical Education (Athletics and Cross Country)</b></p> <p>Students will develop fundamental motor skills associated with cross country and athletics. They will be given the opportunity to practise these skills through playing games and/or modified sports.</p> <p><b>If your child is unable to participate in Physical Education due to an injury, please communicate this with your child's teacher via email or letter.</b></p>	LESSON	OBJECTIVE	<b>Lesson 1</b> - Empathy and Respect	Define empathy, define respect	<b>Lesson 2</b> - Listening with Attention	Demonstrate listening with attention skills	<b>Lesson 3</b> - Being Assertive	Identify passive, aggressive, and assertive responses; demonstrate assertive responses with their partners	<b>Lesson 4</b> - Predicting Feelings	Predict how others might feel as a result of their or another's actions; state the cause and effects of a given action	<b>Lesson 5</b> - Taking Others' Perspectives	Demonstrate the ability to take someone else's perspective	<b>Lesson 6</b> - Accepting Differences	Identify similarities and differences between two people	<b>Lesson 7</b> - Disagreeing Respectfully	Distinguishing between respectful and disrespectful ways to disagree; communicate their own perspectives; demonstrate skills for disagreeing respectfully	<b>Lesson 8</b> - Introducing Emotion Management	Describe what happens in their brains and bodies when they experience strong emotions; identify a personal signal; identify and name strong feelings	<b>Lesson 9</b> - Calming down	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	OBJECTIVE																				
<b>Lesson 1</b> - Empathy and Respect	Define empathy, define respect																				
<b>Lesson 2</b> - Listening with Attention	Demonstrate listening with attention skills																				
<b>Lesson 3</b> - Being Assertive	Identify passive, aggressive, and assertive responses; demonstrate assertive responses with their partners																				
<b>Lesson 4</b> - Predicting Feelings	Predict how others might feel as a result of their or another's actions; state the cause and effects of a given action																				
<b>Lesson 5</b> - Taking Others' Perspectives	Demonstrate the ability to take someone else's perspective																				
<b>Lesson 6</b> - Accepting Differences	Identify similarities and differences between two people																				
<b>Lesson 7</b> - Disagreeing Respectfully	Distinguishing between respectful and disrespectful ways to disagree; communicate their own perspectives; demonstrate skills for disagreeing respectfully																				
<b>Lesson 8</b> - Introducing Emotion Management	Describe what happens in their brains and bodies when they experience strong emotions; identify a personal signal; identify and name strong feelings																				
<b>Lesson 9</b> - Calming down	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)																				
<p><b>Visual Arts</b></p> 	<p><b>Australian Animals</b></p> <p>Throughout the unit students will learn the techniques needed to create artworks depicting Australian animals. Students will be introduced to advanced drawing skills, collage, printing, charcoal and painting skills, incorporating the elements of line, texture, shape and colour. They will observe how famous artists create artworks depicting Australian animals and show potential to apply new skills to their own artmaking.</p> <p>The artists studied for this unit will be John Lewin, Elizabeth Cogley and Ian Coate.</p>																				

#### Additional Information

Class	Coding	Japanese	CAPA	Library	Sport
5 GOLD Mrs Dowling & Mrs Williams	Monday	Tuesday	Tuesday	Thursday	Tuesday & Friday
5 BLUE-Mrs Xuereb	Monday	Tuesday	Tuesday	Tuesday	Tuesday & Friday

## **Home Learning**

### ***PDH – Second Steps Homework***

Each week a PDH homework task will be sent home for the students to complete. This task aligns with the learning in class and aims to consolidate the skills taught each week. Please sign the completed task and return to your child's teacher.

### ***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 (novels will be sent home during week 4), 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 students will receive their MathsOnline login details.**



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 learning with commence on Monday, the 12<sup>th</sup> of February.**

### ***Important Term One Dates***

**Opening School and Ash Wednesday Mass (14<sup>th</sup> of February @ 9:30 am, school hall)**

**Kindergarten and Year 5 Buddies Weekend Mass (2<sup>nd</sup> of March @ 5:00 pm, St Cecilia's Church)**

**GOAL Setting Meetings with teachers (4<sup>th</sup> of March – 8<sup>th</sup> of March)**

**NAPLAN (The National Assessment Program – Literacy and Numeracy)**

Tests will be completed in the following order.

Writing, Wednesday, the 13<sup>th</sup> of March

Reading and Conventions of language, Thursday, the 14<sup>th</sup> of March

Numeracy, Monday, the 18<sup>th</sup> of March

**St Joseph's Liturgy led by year five (Tuesday, the 19<sup>th</sup> of March @ 8:45, Assembly Area)**

**Holy Week Celebration - Mass (Tuesday, the 26<sup>th</sup> of March @ 9:30 am, St Cecilia's Church)**

**Faith and Learning Walk (Wednesday, the 27<sup>th</sup> of March @ 2:30 pm, year five classrooms)**

**Staff Development Day – school will be closed (Tuesday, the 2<sup>nd</sup> of April)**

**Bathurst Excursion (19 – 20<sup>th</sup> of August)**

## **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](mailto: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 Karla Williams and Mrs Sarah Xuereb