

Year 5, Term 1 Overview 2020

Parent Information

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Learning Area	Unit/s title, including brief overview
Religious Education	<p>The Holy Trinity: Students will...</p> <ul style="list-style-type: none"> • explore images of the Father, Son and the Holy Spirit as shown in artwork and scripture • use Scripture to investigate ways God invites people to respect and nurture life <p>Lent: Students will.....</p> <ul style="list-style-type: none"> • further explore how the life, death and resurrection of Jesus reveals God's love
English	<p>Reading: Students will...</p> <ul style="list-style-type: none"> • use structural features such as subheadings and the contents page, to read and interpret different texts • identify aspects of texts that convey historical contexts • interpret and incorporate information from multiple sources into other learning tasks, such as writing, speaking and listening <p>Writing: Students will...</p> <ul style="list-style-type: none"> • write historical recounts with accurate settings and events as depicted in history • plan, draft and publish persuasive texts with reference to experts and data • use apostrophes accurately to show possession of common and proper nouns <p>Speaking and Listening: Students will...</p> <ul style="list-style-type: none"> • understand how language within texts and social contexts assists in indicating social roles and relationships • plan and present presentations to an audience with accurate and sequenced content • discuss points of view about texts and respond to the views of others
Mathematics	<p>Number and Algebra: Students will...</p> <ul style="list-style-type: none"> • recognise, order and represent numbers to at least hundreds of thousands • develop written and mental strategies to solve addition and subtraction problems • use estimation and rounding to assist with calculations <p>Statistics & Probability: Students will...</p> <ul style="list-style-type: none"> • represent probabilities on a scale of 0 to 1 • identify the outcomes of chance experiments • represent probabilities as fractions
Integrated Inquiry	<p>History- The Gold Rush: Students will...</p> <ul style="list-style-type: none"> • investigate the social, political and economic reasons for people coming to Australia after 1800 • sequence significant events and lifetimes of people in chronological order to explain Australia's colonial past (Gold Rush, Eureka Stockade) • explore the effects of the development of British colonies on Aboriginal and Torres Strait Islander people

Specialists	
Performing Arts Mrs Claire Culpitt	Music: Students will... <ul style="list-style-type: none"> • identify and use the six elements of music • sing songs from Australia's First Nations people • play three chord songs on the ukulele • use graphic notation when composing music • create soundtracks for familiar stories • compose music using the pentatonic scale
Physical Education Mr Justin Kenez & Mrs Elisha Langdon	Movement and Physical Activity: Students will... <ul style="list-style-type: none"> • practice specialised striking movement skills in t-ball and hockey, then apply them in different movement situations • participate in a beep test designed to enhance fitness and discuss the impact of regular participation in activity on health and well being • apply critical and creative thinking processes in order to generate and assess solutions to movement challenges
S.T.E.M. Mrs Vanessa Jennings	S.T.E.M- Science, Technology, Engineering and Mathematic.. Students will... <ul style="list-style-type: none"> • participate in challenges that require them to work collaboratively and effectively with others, be creative and think critically • learn how to follow the engineering design process to solve complex problems • study the science of roller coasters including potential and kinetic energy, as well as Newton's First Law of Motion • design, modify and follow simple algorithms involving sequences of steps, branching, and iteration through the <i>Swift Playgrounds</i> app
LOTE Japanese Takahashi Sensei & Meg Sensei	Country: Students will... <ul style="list-style-type: none"> • ask and answer questions about where they are from using complete Japanese sentences • comment on similarities and differences between the ways Japanese values such as politeness, consideration and respect are expressed compared to other languages and cultures

Year Level General Items and Expectations
<p>It is expected that students read each night. We encourage students to discuss what they have read with a family member to assist in developing their comprehension.</p> <p>Students need to bring iPads to school daily with the battery fully charged as outlined in the St Catherine's iPad Operational Guidelines.</p> <p>We encourage students to remember to pack an extra piece of fruit in their lunchboxes for a brain break during our longer learning block in the afternoon.</p> <p>Please note that camp information will be shared during the term ready for our Sovereign Hill camp in Week 2 of Term 2.</p> <p>Please see the newsletter for important term dates.</p>

Contact us
<p>Please feel free to email your child's classroom teacher in the first instance. We will endeavour to</p>

respond to your email within 24-48 hours.

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