

# **CURRICULUM OVERVIEW - Year 5 - Term 1 2018**

## ***Every Learner, Every Day - Transforming Lives***

15 February 2018

Welcome to another year of learning at Holy Spirit, St Clair, where we believe that a strong partnership between parents, students and teachers is essential to ensure the best education for your child. Below is an overview of what your child will be learning this term.

### **Religious Education**

This term we will learn about *Living the Message of Jesus*. They will recognise that we are responsible for the decisions we make and their consequences, as well as identifying the ways in which people influence our decision making. They will interpret and apply Scripture stories which challenge us to live Christian lives and identify the different ways in which Christians can lead and serve others.

Students will also undertake learning about Lent (*Practices and Promises*). They will identify and give examples of three forms of Lenten penance, research examples of Old Testament covenants, commandments (including the Ten Commandments) and laws and describe and explain the importance of the covenant relationship between God and the people of Israel. Students will propose ways in which their relationship with God and others can be renewed through the undertaking of Lenten promises.

In addition to this, students will learn about the Easter Triduum (*Way of the Cross*), recalling times in their lives when they have experienced hurt and disappointment and relating these to times when Jesus experienced these feelings. Students will recount the events of Good Friday. They will participate in a class celebration of the Way of the Cross that relates their life experiences to the passion, death and resurrection of Jesus.

Students will complete the unit, *Easter - Follow Me*. In this unit they will identify some of the characteristics of people who believe in and follow Jesus. They will also explain what Jesus meant by the invitation, 'Come, follow me' with reference to the Gospel readings of the Easter Season, and identify ways in which young people today can take up Jesus' invitation to 'Follow me'.

### **English**

Across Stage 3 students will communicate effectively, using considered language for a variety of specific purposes. They will demonstrate active listening behaviours in order to gather specific information and ideas, work productively in pairs or groups to deliver effective presentations using various skills and strategies and collaborate in order to share and evaluate ideas and opinions and to develop different points of view.

Students will independently read and view an extensive range of complex texts using a comprehensive range of skills and strategies, respond to themes and issues in texts, recognise point of view and justify interpretations. They will identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers, compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic.

Students will create well-structured and well-presented written and multimodal texts that deal with complex topics and issues. They will select information from personal, literary and researched resources and adapt imaginative ideas and situations from literature when writing. Students will write well-structured sentences and paragraphs on particular aspects of a topic, clarifying and explaining how choice of language and other features influences meaning. They will make considered choices from an expanding vocabulary. They will evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing. Students will develop a fluent cursive writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences.

## **Mathematics**

Students will describe and represent mathematical situations in a variety of ways using mathematical terminology and some conventions. They will select and apply appropriate problem-solving strategies and give valid reasons for suggesting one strategy over another.

This term students will focus on the concepts of Whole Number, Addition and Subtraction, Multiplication and Division, Length and Perimeter, Volume and Capacity and Mass. They will order, read and represent integers of any size, select and apply appropriate strategies for addition, subtraction, multiplication and division with counting numbers of any size and apply the order of operations to calculations involving more than one operation.

They will also choose appropriate units of measurement for length, area, volume, capacity and mass. They will collect data through observations and surveys and pose questions.

## **History - The Australian Colonies**

Across Semester 1 students will work on a unit called *The Australian Colonies*. Students will describe and explain the significance of people, groups, places and events to the development of Australia using a variety of skills of historical inquiry and communication. Students will investigate what we know about the lives of people in Australia's colonial past and how we have come to have this knowledge. They will also explore how and why an Australian colony developed over time and how colonial settlement changed the environment. They will also look at significant events and people that shaped Australian colonies.

## **Science - Earth's Place in Space**

Students will learn to show interest and enthusiasm towards science and technology, responding to their curiosity, questions and perceived needs and wants. They will engage responsibly with issues that are relevant to their lives. Students will pose questions, predict, investigate, collect and record data to draw evidence-based conclusions and develop explanations.

In this unit the students will research the key features of the planets of the solar system and compare how long each takes to orbit the sun. They will demonstrate using models that the Earth revolves around the sun and the moon revolves around the Earth. They will research the important contributions made by people from a range of cultures and organisations, to advancing scientific understanding of the solar system. Students will describe how Aboriginal and Torres Strait Islander peoples use observations of the night sky to inform decisions.

## **Personal Development, Health & Physical Education**

Students will refer to a sense of their own worth and dignity and will respect the rights of others to hold different values and attitudes from their own. They will describe roles and responsibilities in developing and maintaining positive relationships and will communicate confidently in a variety of situations.

Students will also willingly participate in regular physical activity. They will demonstrate ways of maintaining and improving the quality of an active lifestyle, as well as applying movement skills in games and sports that require communication, cooperation, decision-making and observation of rules.

The students will participate in various leadership development experiences throughout the year, including a program which teaches principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal.

## **Creative Arts**

Students will be involved in Visual Arts, Dance and Drama experiences across Term 1.

In Visual Arts they will investigate subject matter in an attempt to represent likenesses of things in the world, as well as making a variety of artworks for different audiences. They will acknowledge that audiences respond in different ways to the same artwork.

In Dance students will perform and interpret dances from particular contexts, using appropriate movement skills and expressive qualities. They will explore, select, organise and refine movement using the elements of dance to communicate intent and they will discuss and interpret the relationship between content, meaning and context in their own and others' dances.

In Drama students will develop a range of in-depth and sustained roles. They will interpret and convey dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms. They will devise, act and rehearse drama for performance to an audience.

## How to Help your Child at Home

### Model

- a love of reading and writing
- the purpose of reading and writing (eg, to give information, to entertain or to convince/persuade)

### Practise

Using Literacy and Numeracy skills in everyday situations, eg.

- making and receiving telephone calls
- shopping - price comparisons
- following recipes - measurement of ingredients, temperature and time
- writing letters, invitations and thank you notes
- reading and following maps
- asking questions and giving answers
- giving directions
- giving and following instructions
- tell jokes
- read and view the news and weather
- discuss new and unusual words and phrases, and explore these through print or online dictionaries

Encouraging independence and problem-solving

- being proactive
- setting goals
- using organisational tools such as a diary and timetable
- active listening in conversations
- working with others to achieve a result
- being responsible for belongings
- being responsible for learning preparation

### Reinforce

- healthy habits
- a positive attitude
- care and compassion towards others

*Further information will be provided relating to content across each of the learning areas at the beginning of every term. Thank you for your ongoing support.*

**Mrs Brooker, Mrs Walker & Miss Grant.**