

# Year Five, Term Two, 2024

## Routines

### Monday

- Brief assembly 8:40am
- Sports Uniform

### Tuesday

- Library, Music, and Japanese rotations

### Friday

- Brief assembly 8:40am
- Sports uniform
- Weeks 1-5 5 Pelicans library borrowing
- Weeks 6-10 5 Starfish library borrowing

## Religious Education

### Ancient Words & Good News

Students will learn that The Bible is the foundation of the faith tradition of Christianity, its significant people and events. Its structure and formation provide information about how history is conceived, perceived, and received. The integrated Liturgical Year from Strand D enables students to explore the traditions, beliefs, Scripture and events celebrated by the Catholic community throughout the Liturgical Year.



## Mathematics

The emphasis this term will be placed on consolidating and extending basic skills and developing problem solving skills. The units we will cover this term include fractions; number systems; multiplication; chance and position; 3D space and angles

The students are also focusing on applying their mathematical knowledge to problem solving questions. Students will be assessed throughout the term to identify student improvement as well as highlighting areas that need further consolidation.

## English

Outcomes and content in English are organised into Component A and Component B. The components are connected, with learning in Component A complementing learning in Component B. Learning in Component A includes reading and comprehension; vocabulary; spelling; creating written texts and handwriting/digital transcription.

### Week 1 – 5

In the 5-week unit, students will use the mentor text *One Small Island* to analyse representations of ideas in literature through genre that reflect argument and authority. Students will adapt these representations when creating a persuasive text and a hybrid text that does not follow the form and function of a single genre.

### Week 6 – 10

In this 5-week unit, students will gain a deeper understanding of the textual concepts of 'imagery, symbol and connotation', 'perspective' and 'context'. They will apply their understanding of imagery, symbol and connotation to analyse and experiment with composing different genres of poetry. Students will identify how perspective is conveyed through the authorial choices used in poetry. They will use figurative language and a range of literary devices to collaboratively create and perform a slam poem that evokes an emotional response from a live audience.

### Library

## History

### Australian Colonies

This topic provides a study of colonial Australia in the 1800s. Students look at the founding of British Colonies and the development of a colony. They learn about what life was like for different groups in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.



Students will be able to:

- Discuss why the British government set up colonies in Australia after 1800.
- Understand the nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed.
- Outline settlement patterns in the nineteenth century and the factors which influenced them.
- Discuss the impact of settlement on local Aboriginal people and the environment.

This unit provides the framework for our excursion to Bathurst and the Blue Mountains in Term 3.

The Focus remains on developing the students love of reading. OLSS reading challenges are a fun way to encourage the students with their reading. This Term the students will continue to work on their notetaking skills and learn the skill of writing a basic bibliography to accompany their research work. They will learn about Fiction Genres of Realistic Fiction, Historical Fiction, & Science Fiction.

**PDHPE**

**PHYSICAL EDUCATION**



**PE – Getting active in any way you can.**

This unit will focus on providing a variety of activities and skills emphasising participation and enjoyment. Activities will include skills for **athletics, soccer, and netball.**

**PDH – Survivor.**

Students will participate in a range of initiative and challenge activities that promote cooperation and teamwork. They will recognise the qualities and characteristics required to overcome personal obstacles and encourage others to achieve their best.

**Creative Arts**

**Visual Arts - Pop Art**

**Pablo Picasso**

This unit has a focus on the life and artworks of Pablo Picasso. The students will be exposed to various drawings and paintings of Picasso and be involved in discussing and observing his style (modern post-impressionist and Cubist). They will learn about his life and how this influenced his art. They will also be engaged in producing artworks in the 'style' of Picasso. They will be able to discuss and reflect on their own achievements in their artworks as well as those in their class.



**Sandra Silberzweig**

Students will also study the artworks of Sandra Silberzweig who was born and raised in Toronto Canada in the 1960s and still resides there. She lives with her husband and has two adult sons. She is a contemporary painter of **Visionary Outsider Art** and has been painting all her life. University educated in the Arts, but self-taught in painting. She has been involved in teaching art and writing about it, selling her art online, and at galleries locally and internationally.



Students will compare and contrast the styles of both these artists. How are they similar and different?

**Music**

This term the children in Dolphins and Pelicans will start to learn how to read tabs on guitar and play simple pieces using to High E and B strings. Starfish will continue to play guitar. The children will continue work on their C pentatonic composition on Garage band.

**Science and Technology**

**Living World: Adapting, Surviving and Sustaining**

**Languages**

**Japanese**

Stage 3 of the Living World strand focuses on the growth and survival of living things and how their adaptations over time suit their environment.



Students investigate and explore the concepts of sustainable futures, global or ecological footprints and personal and social responsibility. This strand further develops students' knowledge and understanding of the environmental and biological sciences.

Students will develop a deeper understanding of the importance of food in the Japanese culture. They will learn various vocabulary words and how to structure a sentence around their food likes and dislikes. They will discover key features of Japanese language such as hiragana, katakana and kanji.



### Homework

As per our whole school approach to homework this year, homework will be set by each class teacher, and the homework set may not look the same each week across the three classes due to varying student needs.

Homework will consist of the following:

- A reading component where students are encouraged to read for 20min per day. Students will be given a novel to take home and an optional grid or tasks to complete based on their novel.
- A Numeracy component where students will engage in practicing the skill of recalling multiplications tables.

### Communication

If you need to discuss any issues with us, please feel free to write a note to send in with your child. Alternatively, if there is something specific you would like to discuss with regards to your child's progress, please either ring the school office or send an email or note to organise an appointment.

***Please ensure that you regularly check Compass for relevant notifications and Weekly Events.***

#### **Absentees**

If your child is absent, please remember to log in to COMPASS and explain the absence. If your child is late you must go via the office to sign them in. Students can also complete work that is set on Google Classroom if they are able to.

### **UPCOMING DATES**

- 9<sup>th</sup> May: Mother's Day Morning
- 22<sup>nd</sup> May: Athletics Carnival
- 10<sup>th</sup> June: Kings Birthday Long Weekend
- 5<sup>th</sup> July: Staff Development Day/End of Term 2