

# Year Five, Term One, 2025

## Routines

### Monday

- Sport day – Sports Uniform

### Tuesday

- Library, Music, and Japanese rotations

### Friday

- Brief assembly 8:40am
- Class Sport – Sports Uniform

## Religious Education

### **See, judge, Act**

Social justice calls Christians 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. 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 representing numbers, multiplicative relations, additive relations, geometric measurement, two-dimensional spatial structure, non-spatial measurement, and representing quantity fractions and data.

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

## English

In this 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. 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.

### **Library**

This term the students will re-establish library routines and continue to borrow and browse through the library sections. The Focus is on developing the student's love of reading. This term the students will learn the skill of writing a bibliography to accompany their research work. The children are encouraged to bring their library bags and books weekly to borrow and to take part in The OLSS Reading Challenge Awards.

## 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.



## PDHPE

# PHYSICAL EDUCATION



### **PE – Keep It Up**

The Keep It Up unit of work focuses on participation in a range of movement games which involve striking, throwing, teamwork and cooperation. Students develop competence to use these skills in modified games and to also engage productively in physical activity

### **PDH – Promoting Connections**

Students will discuss the importance of feeling included to support health and wellbeing. They will recognise their personal responsibility in appreciating differences and will explore strategies and initiatives that promote and celebrate diversity in their school and community.

## Creative Arts

### **Visual Arts - Pop Art**

This unit explores what Pop Art is and students be exposed to various drawings, etchings, prints, paintings etc. of various Pop Artists. They will in particular learn about the life and artworks of famous Pop artists such as Andy Warhol, Roy Lichtenstein, Jasper Johns, and James Rosenquist and what influenced their style of art. They will also be engaged in producing artworks in the 'style' of Pop Artists. The students will be exposed to a variety of multimedia techniques and will have the opportunity to be able to discuss and reflect on their own achievements in their artworks as well as those of their peers.



### **Drama**

The aim of this module is to engage students in a series of activities that explore various dramatic skills using technology. Students will learn through the history of film and how story telling techniques in film relate to the genre. The content has strong links to literacy and numeracy through a creative arts focus.

### **Music**

The children in Year 5 will be focusing on Asian music and will compose music using the pentatonic scale. This composition will be done using Garage Band on iPads. They will also be learning guitar.

## Science and Technology

### **Material World**

This unit focuses on the properties of a range of materials and the way in which they are combined and separated. Students investigate the different properties of solids, liquids and gases, and consider combining and separating mixtures. This unit introduces students to fundamental concepts of chemistry and is an introduction to materials technologies.



## Languages

### **Japanese**

Year 5 students will practise introducing themselves and their friends. They will continue learning to count from 1 to 20 and learn how to ask another student their age. They will also revise the Hiragana writing system.



## Homework

As per our whole school approach to homework, tasks will be set by each class teacher, and 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.
- A Numeracy component where students will engage in maths tasks related to the topic being taught in class.

## 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 read all Compass notifications as they contain important information.***

### **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**

- February 13<sup>th</sup> – Opening School Mass
- March 12<sup>th</sup>-21<sup>st</sup> - NAPLAN .