

TERM 2 OVERVIEW

YEAR 5

ROUTINES

Monday

- Brief assembly 8:40am with our School Prayer, National Anthem, Behaviour Awards and weekly birthday ribbons
- Sport Uniform

Tuesday:

Weeks 1-5

5D Japanese/Library
5P Library/Music
5S Music/Japanese

Weeks 6-10

5D Music/Japanese
5P Japanese/Library
5S Library/Music

Wednesday:

- Canteen

Friday:

- Brief Assembly 8:40am
- Sport Uniform
- Starfish will borrow (Weeks 1-5)
- Dolphins will borrow (Weeks 6-10)
- Canteen



RELIGIOUS EDUCATION

Ancient Words & Good News

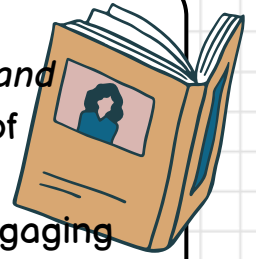
Students will learn that The Bible is the foundation of the faith tradition of Christianity, its significant people and events. Its structure and formation provide information about how history is conceived, perceived, and received. The integrated Liturgical Year from Strand D enables students to explore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



ENGLISH

Week 1-5

In this five week unit, students will use the mentor text *August and Jones* to deepen their understanding of the textual concepts of characterisation and narrative. They will explore narrative conventions and patterns and use these effectively to craft engaging stories. Students will enhance their narrative insight by examining how characters reflect or defy traditional archetypes and stereotypes. This unit encourages students to write narratives inspired by personal experiences and draw on their knowledge of characterisation.



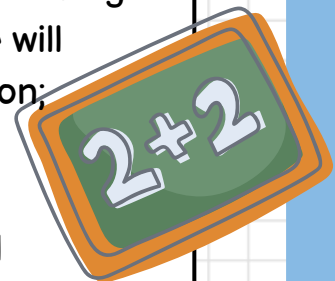
Week 6 – 10

In this five week unit, which serves as the sequel to week 1-5, students will engage with the concepts of perspective, context and theme. They will explore how the author uses different viewpoints to enrich the story, focusing on the themes of friendship, resilience, growth, and change. The unit combines critical analysis with creative writing by composing poetry that captures the novel's themes and messaging. It then moves to a comprehensive writing task where students research, plan, draft, edit, publish, and present a blog post inspired by the narrative.

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.



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.

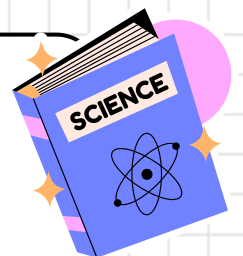
This unit provides the framework for our excursion to Bathurst and the Blue Mountains in Term 3.



SCIENCE & TECHNOLOGY

Living World: Adapting, Surviving and Sustaining

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.



VISUAL ARTS

Pop Art

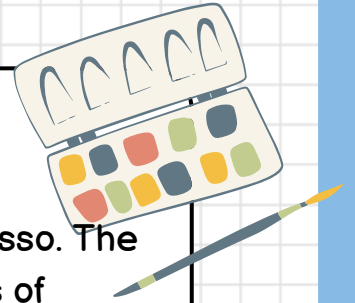
Pablo Picasso

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 (post modern 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.

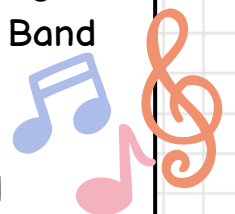
Students will compare and contrast the styles of both these artists. How are they similar and different?



MUSIC

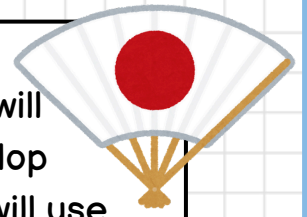
5P will be focusing on Asian music and will compose music using the pentatonic scale. This composition will be done using Garage Band on iPads.

In 5D and 5S we will continue to focus on Asian music and will compose a piece of music on garage band to accompany a completed Asian instrument artwork. We will also learn about tablature and the notes E, F and G on guitar.



JAPANESE

Students will be exploring families as a unit of work. They will build on their kanji numbers to count people and will develop their Japanese vocabulary for family members. Students will use strategies such as pictures, songs, games and flashcards to assist them in mastering the language. They will learn to label their family in both hiragana and romaji recognising the importance of stroke order. Students will continue to appreciate important cultural events such as children's day.



LIBRARY

The Focus remains on developing the student's love of reading. OLSS reading challenges are a fun way to encourage the students with their reading.

This Term the students will learn the skill of writing a basic bibliography to accompany their research work. They will focus on the skill of notetaking about the Crossing of the Blue mountains- to support classwork.



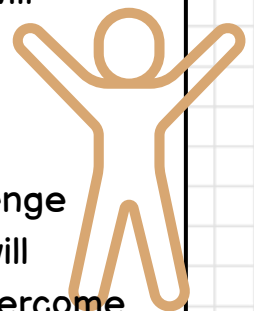
PDH/PE

PE – Getting active in any way you can

This unit will focus on providing a variety of activities and skills which are appropriate for home based learning. The emphasis of the unit will be on 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.



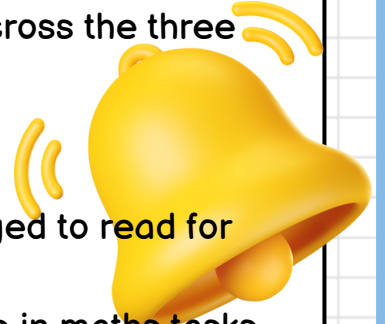
REMINDERS

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.
- A project-based component where students will engage in the other key learning areas via small project that will be set across multiple weeks.



Communication

When emailing teachers, they aim to respond within 48 hours during their working hours, which are from 8:00am to 5:00pm, Monday through Friday.

We understand that at times, it may be more convenient for parents to write emails during evenings or weekends. However, we kindly ask that you schedule emails to be sent during work hours. Most email platforms allow you to select a specific time for your message to be sent, which will ensure it reaches teachers during their designated working hours.

Please ensure that you read all Compass notifications as they contain important information.

Absentees

If your child is absent, please remember to log into 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

30th April: Students return/ Start of Term 2

7th May: Mother's Day Stall

9th May: Mother's Day Morning

21st May: Athletics Carnival

9th June: Kings Birthday Long Weekend

10th June: School Photo Day

4th July: Staff Development Day/End of Term 2