

# TERM 1 OVERVIEW

## YEAR 5

### ROUTINES

#### Monday

- Brief assembly 8:40am with our School Prayer, National Anthem, Behaviour Awards.
- Sport Uniform

#### Tuesday:

##### Weeks 1-5

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

##### Weeks 6-10

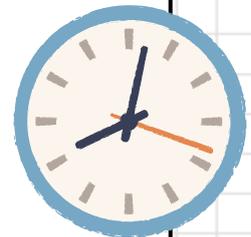
5D Library/Music  
5P Music/Japanese  
5S Japanese/Library

#### Wednesday:

- Canteen

#### Friday:

- Brief Awards Assembly and weekly birthday ribbons - 8:40am
- Sport Uniform
- Dolphins will borrow (Weeks 1-5)
- Pelicans will borrow (Weeks 6-10)
- Canteen



### RELIGIOUS EDUCATION

#### See, Judge, Act

In this unit, students will learn how social justice calls Christians to respect the dignity of the human person. They will explore how 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 and how this enables students to review situations of injustice. Exploration of how Catholic church in Australia reaches out to people who struggle to live with injustice will help develop students empathy and compassion. 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

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.

## 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, Representing quantity fractions and data.

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

### 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.

## 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.

### Creative Dance

In Weeks 6-10 of this term, Dolphins and Pelicans classes will be covering the component of Creative Dance. Students engage in Composing, Performing and Appreciating activities. They will be highly active in lessons that cover the elements of dance. These are: Body, Energy, Space, Time and Relationship.

## MUSIC

The children in Year 5 will be focusing on Asian music and will compose a piece of music using the pentatonic scale. This will be done using Garage Band on iPads.

## JAPANESE

Year 5 students will practise introducing themselves and their friends. They will continue to learn to count from 1 – 20 and learn how to ask another student their age. They will be revising the hiragana writing system. Introduction to the Japanese New Year – 2026 will occur throughout the term the Year of the Horse (Uma-doshi)

## 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 students 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.

## PDH/PE

### PE – Keep it Up

This program is to encourage students to participate in fun, organised and sequenced activities, which aim to improve and consolidate their fundamental movement skills in specific sports. This term the focus will be on tennis, touch football and basketball and their related skills and movements.

### PDH – Rock and Water / Peer Support

Rock and Water teaches a combination of physical exercises linked with mental and social skills to learn to stand stronger and be aware of others, improve communication skills, empathy and above all respect.

Peer Support is about forming connections with a variety of people, social skills, emotional regulation and respect of all people.

# REMINDERS

## Homework

As per our school homework policy, 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

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.

If there is a change to your going home procedures, please call the school office as teachers do not have the ability to check their emails during class time.

**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

6 February - Swimming Carnival

11 February - Opening School Mass

11-23 February - NAPLAN

20 March - School Cross Country