




# Year Five Curriculum Overview – Term Two, 2024

Welcome to Term 2, 2024.

Below is a summary of the content to be covered in each learning area.

<p><b>Religious Education</b></p> 	<p><b>Ancient Words &amp; Good News</b></p> <p>During the term, students will be exploring the Bible and how it is the foundation of the faith tradition of Christianity, its significant people and events. Students will further explore the Bible's structure, traditions, beliefs, Scripture and events celebrated by the Catholic community throughout the Liturgical Year.</p>																		
<p><b>English</b></p> 	<p>The following focus areas will be explored this term:</p> <ul style="list-style-type: none"> <li>• Oral language and communication</li> <li>• Vocabulary</li> <li>• Reading fluency</li> <li>• Reading comprehension</li> <li>• Creating written texts</li> <li>• Spelling</li> <li>• Handwriting and digital transcription</li> <li>• Understanding and responding to literature</li> </ul> <p>During <b>reading</b> sessions, students will independently read or be learning in groups to develop reading, fluency, comprehension, vocabulary, conventions of language and cooperation skills. All students will participate in small group instruction where they work closely with their teacher on reading and/or comprehension skills.</p> <p>During the <b>writing</b> session, students will be working on developing skills in writing engaging and interesting informative texts for varying audiences and purposes. They will develop and extend their writing skills through explicit teaching using correct grammar, punctuation, spelling, language devices and exploring various sentence types. We will be focusing on editing, recrafting, and understanding how this helps improve our writing.</p> <p>During the <b>oral language</b> session, students will communicate for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</p>																		
<p><b>Mathematics</b></p> 	<p>During the term, students will be exploring the following areas:</p> <table border="1" data-bbox="280 1234 1525 1906"> <thead> <tr> <th>Weeks</th> <th>Big Idea</th> <th>Content Area</th> </tr> </thead> <tbody> <tr> <td><b>Weeks 1 - 2</b></td> <td><i>What needs to be measured determines the unit of measurement?</i></td> <td><b>Working Mathematically</b> -Geometric measure -2D spatial structure -non spatial measure -Additive reasoning</td> </tr> <tr> <td><b>Weeks 3 - 5</b></td> <td><i>Questions can be asked and answered by collecting and interpreting data.</i></td> <td><b>Working Mathematically</b> -Representing Whole Number -Data</td> </tr> <tr> <td><b>Weeks 6 - 7</b></td> <td><i>Fractions represent multiple ideas and can be represented in different ways.</i></td> <td><b>Working Mathematically</b> -Additive Reasoning (Strategy Use) -Representing Quantity Fractions (Compare Fractions)</td> </tr> <tr> <td><b>Weeks 8 - 9</b></td> <td><i>The number system extends infinitely to very large and very small numbers.</i></td> <td><b>Working Mathematically</b> -Additive Reasoning</td> </tr> <tr> <td><b>Week 10</b></td> <td><i>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies, and representations.</i></td> <td><b>Working Mathematically</b> -Representing Whole Numbers -Multiplicative Reasoning</td> </tr> </tbody> </table> <p>Throughout these topics students will learn to problem solve, describe, and represent mathematical situations in a variety of ways and provide reasons for supporting one possible solution over another.</p>	Weeks	Big Idea	Content Area	<b>Weeks 1 - 2</b>	<i>What needs to be measured determines the unit of measurement?</i>	<b>Working Mathematically</b> -Geometric measure -2D spatial structure -non spatial measure -Additive reasoning	<b>Weeks 3 - 5</b>	<i>Questions can be asked and answered by collecting and interpreting data.</i>	<b>Working Mathematically</b> -Representing Whole Number -Data	<b>Weeks 6 - 7</b>	<i>Fractions represent multiple ideas and can be represented in different ways.</i>	<b>Working Mathematically</b> -Additive Reasoning (Strategy Use) -Representing Quantity Fractions (Compare Fractions)	<b>Weeks 8 - 9</b>	<i>The number system extends infinitely to very large and very small numbers.</i>	<b>Working Mathematically</b> -Additive Reasoning	<b>Week 10</b>	<i>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies, and representations.</i>	<b>Working Mathematically</b> -Representing Whole Numbers -Multiplicative Reasoning
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**Inquiry Learning: Geography**



This term our Geography Inquiry unit will be based around the big question: **How can human interaction and connection with the environment influence a place?** Throughout the unit students will learn:

1. How do people and environments influence one another?
2. How do people influence places and the management of spaces within them?
3. How can the impact of bushfires on people and places be reduced?

If we have any passionate parents who would like to present to the cohort regarding learning in this geography field, please email the school [scw@dbb.catholic.edu.au](mailto:scw@dbb.catholic.edu.au)

**PDHPE**



**Second Steps Social and Emotional Learning Program**

The children will be engaging in the Second Step program, a coordinated classroom, family and community program, designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions.

LESSON	OBJECTIVE
<b>Lesson 1 – Introducing Emotion Management</b>	<ul style="list-style-type: none"> <li>• Describe what happens in their brains and bodies when they experience strong emotions</li> <li>• Identify a personal signal</li> <li>• Identify and name strong feelings</li> </ul>
<b>Lesson 2 – Calming down</b>	<ul style="list-style-type: none"> <li>• Identify situations in which they might need to calm down</li> <li>• Learn the technique for deep, centred breathing</li> <li>• Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)</li> </ul>
<b>Lesson 3 – Managing anxiety</b>	<ul style="list-style-type: none"> <li>• Identify social situations that can cause anxiety</li> <li>• Apply what they've learned about calming down in scenarios causing social anxiety</li> </ul>
<b>Lesson 4 – Managing frustration</b>	<ul style="list-style-type: none"> <li>• Identify physical signs of frustration</li> <li>• Demonstrate reducing frustration by using the Calming-Down Steps</li> </ul>
<b>Lesson 5 – Resisting revenge</b>	<ul style="list-style-type: none"> <li>• Identify consequences of revenge</li> <li>• Generate alternatives for seeking revenge</li> <li>• Demonstrate using the Calming- Down Steps</li> </ul>
<b>Lesson 6 – Handling Put-Downs</b>	<ul style="list-style-type: none"> <li>• Identify strategies for handling put-downs</li> <li>• Demonstrate what they've learned about the Calming-Down Steps</li> <li>• Demonstrate assertive responses to put-downs</li> </ul>
<b>Lesson 7 – Avoiding assumptions</b>	<ul style="list-style-type: none"> <li>• Identify emotion-management strategies</li> <li>• Demonstrate Assertiveness Skills</li> <li>• Identify and use positive self-talk statements to avoid making assumptions</li> </ul>
<b>Lesson 8 – Solving problems – Part 1</b>	<ul style="list-style-type: none"> <li>• Recall the S: Say the problem step of the Problem-Solving Steps</li> <li>• State a problem without blaming anyone</li> </ul>
<b>Lesson 9 – Solving problems – Part 2</b>	<ul style="list-style-type: none"> <li>• Generate safe and respectful solutions to a problem</li> <li>• Identify consequences of potential solutions</li> <li>• Select an appropriate solution to a problem</li> </ul>
<b>Lesson 10 – Making a plan</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of making a plan</li> <li>• Create a three-step plan to carry out a solution to a problem</li> </ul>

**Physical Education (Cricket and Soccer)**

Students will develop fundamental motor skills associated with cricket and soccer They will be given the opportunity to practise these skills through playing games and/or modified sports. The stage 3 netball gala day will be held on Friday, the 21st of June.

**Visual Arts**



**Factors that shape places: Landscapes**

Throughout the unit, students will investigate the varied landscapes within Australia and represent these in different ways. The unit commences with lessons which focus on abstract art and aim to develop their confidence as an artist whilst allowing teachers to gauge student understanding and ability in Visual Arts. Students will create artworks inspired by Aboriginal artists. They will use various tools and printing methods and create abstract versions of landscapes and Australian icons. Students will develop drawing skills, with a focus on perspective and depth created by cityscapes.

## Additional Information

<b>Class</b>	<b>Japanese</b>	<b>CAPA</b>	<b>Library</b>	<b>Sport</b>
<b>5 GOLD</b> Mrs Dowling - <b>Mon, Tues, Thurs, Fri</b> Mrs Williams - <b>Wednesday</b>	Thursday	Wednesday	Thursday	Monday Friday
<b>5 BLUE</b> Mrs Xuereb	Thursday	Wednesday	Thursday	Monday Friday

## Home Learning (due Friday each week)

### **PDH – Second Steps Homework**

Each week a PDH homework task will be sent home for the students to complete. This task aligns with the learning in class and aims to consolidate the skills taught each week. Please sign the completed task and return to your child's teacher. Parent partnership in delivery of our program is important.

### **English**

Students should read independently as much as possible (the recommended time frame for a stage 3 student to read is 20 to 30 minutes a day). This could be bedtime reading, reading to siblings, newspapers, magazines etc. Students should come to school each week having read the designated section of their group reader, ready to participate in the session.

### **Mathematics**

The students will also be required to continue to practise their **mathematics multiplication tables** as part of their home learning. This is essential in successfully solving a wide variety of mathematical problems throughout their life. Additionally, the students will be sent home a mathematics consolidation task to complete.

## IMPORTANT DATES AND EVENTS FOR YEAR 5

- **Mother's Day Liturgy and Breakfast (9 May)**
- **Year 5 Parish Mass, St Cecilia's Church (13 May @ 9:15)**
- **Monarch's Birthday Public Holiday (10 June)**
- **Netball Gala Day (21 June)**
- **Whole School NAIDOC Mass (3 July @ 9:30)**
- **Pupil Free Day (5 July)**
- **Term 3 - Bathurst Excursion Dates (23-24 August)**

## Home/School Communication

If you have any concerns regarding your child's education, please arrange an interview time with your child's teacher or communicate via the school office using the following email address: [scw@dbb.catholic.edu.au](mailto:scw@dbb.catholic.edu.au)

***We look forward to a great term of learning for your child and know that you will support us in this journey.***

Mrs Jamie Dowling, Mrs Karla Williams and Mrs Sarah Xuereb