





# Year Five Curriculum Overview – Term Three, 2024

Welcome to Term 3, 2024. Below is a summary of the content to be covered in each learning area in term three.

<p><b>Religious Education</b></p> 	<p><b>Australia's Catholic Story</b></p> <p>This unit explores the story of the Catholic Church in Australia. It focuses on the challenges faced by Catholics in their early years in Australia. Students will investigate key events and people that have shaped the identity and growth of the Catholic Church in Australia. Students will explore the school history and charism that shaped the identity of their school.</p>																		
<p><b>English</b></p> 	<p>The following focus areas will be explored this term:</p> <table border="1" data-bbox="279 591 1522 730"> <tr> <td>Oral language and communication</td> <td>Vocabulary</td> <td>Reading fluency</td> <td>Reading comprehension</td> </tr> <tr> <td>Creating written texts</td> <td>Spelling</td> <td>Handwriting and digital transcription</td> <td>Understanding and responding to literature</td> </tr> </table> <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 <b>persuasive and/or informative speeches</b> and creating descriptive imaginative texts for varying audiences and purposes. They will develop and extend their writing skills through explicit teaching using correct grammar, punctuation, spelling, language devices along with exploring a variety of sentence types. We will be focusing on editing and 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>	Oral language and communication	Vocabulary	Reading fluency	Reading comprehension	Creating written texts	Spelling	Handwriting and digital transcription	Understanding and responding to literature										
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<p><b>Mathematics</b></p>  <p>Throughout all these math 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>	<p>During the term, students will be exploring the following areas:</p> <table border="1" data-bbox="279 1151 1522 2154"> <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>Visual representations help to understand aspects of the world</i></td> <td> <b>Working Mathematically</b>  <b>Measurement and Space</b>                      -Geometric measure (position)                      -2D Spatial structure                      -2D transformations  <b>Statistics and Probability</b>                      -Data (constructs and interprets)                      -Chance                 </td> </tr> <tr> <td><b>Weeks 3 - 4</b></td> <td><i>What needs to be measured determines the use of measurement</i></td> <td> <b>Working Mathematically</b>  <b>Number and Algebra</b>                      -Representing Whole Numbers                      -Decimals  <b>Measurement and Space</b>                      -Three-Dimensional Spatial Structure (3D objects and volume)                 </td> </tr> <tr> <td><b>Weeks 5 - 6</b></td> <td><i>Fractions represent multiple ideas and can be represented in different ways.</i></td> <td> <b>Working Mathematically</b>  <b>Measurement and Space</b>                      -Geometric measure (angles)                      -Non-Spatial Measure (time)                 </td> </tr> <tr> <td><b>Weeks 7 - 8</b></td> <td><i>The number system extends infinitely to very large and very small numbers.</i></td> <td> <b>Working Mathematically</b>  <b>Number and Algebra</b>                      -Multiplicative Reasoning (strategy use)  <b>Measurement and Space</b>                      -Geometric Measure (length)                      -Two-dimensional Spatial Structure (area)                      -Three-dimensional Spatial Structure (volume)                 </td> </tr> <tr> <td><b>Week 9 - 10</b></td> <td><i>Multiplicative thinking involves flexible use of multiplication and</i></td> <td> <b>Working Mathematically</b>  <b>Number and Algebra</b> </td> </tr> </tbody> </table>	Weeks	Big Idea	Content Area	<b>Weeks 1 - 2</b>	<i>Visual representations help to understand aspects of the world</i>	<b>Working Mathematically</b> <b>Measurement and Space</b> -Geometric measure (position) -2D Spatial structure -2D transformations <b>Statistics and Probability</b> -Data (constructs and interprets) -Chance	<b>Weeks 3 - 4</b>	<i>What needs to be measured determines the use of measurement</i>	<b>Working Mathematically</b> <b>Number and Algebra</b> -Representing Whole Numbers -Decimals <b>Measurement and Space</b> -Three-Dimensional Spatial Structure (3D objects and volume)	<b>Weeks 5 - 6</b>	<i>Fractions represent multiple ideas and can be represented in different ways.</i>	<b>Working Mathematically</b> <b>Measurement and Space</b> -Geometric measure (angles) -Non-Spatial Measure (time)	<b>Weeks 7 - 8</b>	<i>The number system extends infinitely to very large and very small numbers.</i>	<b>Working Mathematically</b> <b>Number and Algebra</b> -Multiplicative Reasoning (strategy use) <b>Measurement and Space</b> -Geometric Measure (length) -Two-dimensional Spatial Structure (area) -Three-dimensional Spatial Structure (volume)	<b>Week 9 - 10</b>	<i>Multiplicative thinking involves flexible use of multiplication and</i>	<b>Working Mathematically</b> <b>Number and Algebra</b>
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**Inquiry Learning: History**




This term our History Inquiry unit will be based around the big question: **How did colonisation affect the lives of Australian people?** Throughout the unit students will learn:

1. What do we know about the lives of people in Australia’s colonial past and how do we know?
2. How did an Australian colony develop over time and why?
3. How did colonial settlement change the environment?
4. What were the significant events and who were the significant people that shaped Australian colonies?

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

**PDHPE**




**Second Steps Social and Emotional Learning Program (Weeks 2-6)**  
St Cecilia’s is continuing to implement the Second Step, a coordinated classroom, family, and community program, designed 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 19 – Seeking Help</b>	<ul style="list-style-type: none"> <li>• State the Problem-Solving Steps</li> <li>• Demonstrate using assertiveness skills when seeking help</li> </ul>
<b>Lesson 20 – Dealing with Gossip</b>	<ul style="list-style-type: none"> <li>• Identify why some gossip is harmful</li> <li>• Generate ideas for refusing or avoiding harmful gossip</li> <li>• Demonstrate using the Problem-Solving Steps to deal with gossip</li> </ul>
<b>Lesson 21 – Dealing with Peer Pressure</b>	<ul style="list-style-type: none"> <li>• Demonstrate using assertiveness skills to resist peer pressure</li> <li>• Demonstrate using the Problem-Solving Steps to resist peer pressure</li> </ul>
<b>Lesson 22 – Reviewing Second Step Skills</b>	<ul style="list-style-type: none"> <li>• Identify Second Step skills and concepts being used in scenarios students might encounter at school</li> <li>• Include Second Step skills in a written script about solving a problem</li> </ul>

**Survivor**  
For the remainder of the term the students will learn about what qualities and characteristics will help them overcome personal obstacles.

**Physical Education (Gymnastics)**  
The focus of this strand is on initial movement exploration leading to the acquisition of some preliminary gymnastics skills. Students investigate and succeed in a wide variety of movement experiences and challenges, developing skill, demonstrating control and exploring the ways in which the body can move. The gymnastics experiences will involve static balance, jumping and landing, and rotations.

**Visual Arts**



**Australian Past – The Goldrush**  
The gold rush era is the inspiration for this unit with a focus on activities such as prospecting and bushrangers. Students will Look at famous Australian artists who recorded events in early Australian history. **Arthur Streeton, Sidney Nolan, Fredrick McCubbin, John Lewin and Shawn Tan.** By studying their methods and styles, they will recreate their own interpretations of early Australian life. Students will create artwork inspired by Ned Kelly and the time in which he lived. Using various tools and printing methods, students will create an abstract version of a goldmine.

### Additional Information

<b>Class</b>	<b>Coding</b>	<b>Japanese</b>	<b>CAPA</b>	<b>Library</b>	<b>Sport</b>
<b>5 GOLD</b> Mrs Dowling - <b>Mon, Tues and Thurs, Fri</b> Mrs Williams - <b>Wednesday</b>	Monday	Thursday	Wednesday	Thursday	Tuesday and Friday
<b>5 BLUE</b> Mrs Haynes (weeks 1-5) Mrs Xuereb (weeks 6-10)	Monday	Thursday	Wednesday	Thursday	Tuesday and Friday

### Home Learning

#### **PDH - Second Steps Homework**

Students will continue to be given weekly home-link tasks based around the Second Step program; these home-link tasks will reinforce the learning completed in class and need to be signed off by parents in the space provided.

#### **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 **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

- **Year 5 Parish Mass @ 9:15 (29<sup>th</sup> of July)**
- **Grandparents Day Liturgy and open classrooms, from 8:00 (31<sup>st</sup> of July)**
- **Bathurst Excursion Dates (19-20<sup>th</sup> of August)**
- **Father's Day Breakfast and Liturgy, Year 5 leading (29<sup>th</sup> of August)**
- **Book Week Parade (29<sup>th</sup> of 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 another great term of learning!***

Mrs Jamie Dowling, Mrs Karla Williams, Mrs Rebecca Haynes (Weeks 1-5) & Mrs Sarah Xuereb returning week 6 -10