




2025, Term One, Year Five Curriculum Overview

We would like to extend a warm welcome to our Year 5 families.

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

<p>Religious Education</p> 	<p>See, Judge, Act</p> <p>During the term, students will be exploring social justice principles and how Christians are called 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</p>												
<p>English</p> 	<p>Our English block is divided into three sessions each day: reading, spelling and writing.</p> <p>During the reading session, students will independently read or be working in groups to develop reading, fluency, comprehension, spelling, 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 spelling session, students will apply and describe appropriate phonological, orthographic and morphological generalisations and strategies when spelling.</p> <p>During the writing session, students will be working on developing skills in writing engaging and interesting persuasive and 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 and exploring various sentence types. We will be focusing on editing, recrafting, and understanding how this helps improve our writing.</p> <p>Throughout these three sessions Speaking and listening activities are integrated to help students communicate effectively with diverse audiences and for various purposes. They will engage with increasingly complex topics, ideas, issues, and language forms and features.</p>												
<p>Mathematics</p> 	<p>During the term, students will be exploring the following areas:</p> <table border="1" data-bbox="256 1211 1501 1895"> <thead> <tr> <th>Weeks</th> <th>Big Idea</th> <th>Outcomes</th> </tr> </thead> <tbody> <tr> <td>Weeks 1 – 6</td> <td><i>The number system extends infinitely to very large and very small numbers</i></td> <td> Working Mathematically Number and Algebra -Representing Whole Numbers -Additive reasoning -Multiplicative reasoning </td> </tr> <tr> <td>Weeks 7 – 8</td> <td><i>Addition and subtraction problems can be solved using a variety of strategies</i></td> <td> Working Mathematically Number and Algebra -Representing whole numbers -Additive reasoning </td> </tr> <tr> <td>Weeks 9 – 10</td> <td><i>What needs to be measured determines the unit of measurement?</i></td> <td> Working Mathematically Measurement and Space -Geometric measure -2D spatial structure -non spatial measure Number and Algebra -Additive 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	Outcomes	Weeks 1 – 6	<i>The number system extends infinitely to very large and very small numbers</i>	Working Mathematically Number and Algebra -Representing Whole Numbers -Additive reasoning -Multiplicative reasoning	Weeks 7 – 8	<i>Addition and subtraction problems can be solved using a variety of strategies</i>	Working Mathematically Number and Algebra -Representing whole numbers -Additive reasoning	Weeks 9 – 10	<i>What needs to be measured determines the unit of measurement?</i>	Working Mathematically Measurement and Space -Geometric measure -2D spatial structure -non spatial measure Number and Algebra -Additive reasoning
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Inquiry Learning: Science and Technology



This term our Science and Technology Inquiry unit will be based around the big question: **How do the properties of materials determine their use?** Throughout the unit students will learn:

1. How can the state of materials be changed and manipulated?
2. What is the result of combining materials?
3. Why are the characteristics of materials important when designing and producing?

If we have any passionate scientist parents out there who would like to present to the cohort regarding learning in this space, please email the school scw@dbb.catholic.edu.au

PDHPE



Second Steps Social and Emotional Learning Program (Weeks 2-10) - The Second Step program aims 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. We will be exploring the following topics:

LESSON	OBJECTIVE
Lesson 1 - Empathy and Respect	Define empathy, define respect
Lesson 2 - Listening with Attention	Demonstrate listening with attention skills
Lesson 3 - Being Assertive	Identify passive, aggressive, and assertive responses; demonstrate assertive responses with their partners
Lesson 4 - Predicting Feelings	Predict how others might feel as a result of their or another's actions; state the cause and effects of a given action
Lesson 5 - Taking Others' Perspectives	Demonstrate the ability to take someone else's perspective
Lesson 6 - Accepting Differences	Identify similarities and differences between two people
Lesson 7 - Disagreeing Respectfully	Distinguishing between respectful and disrespectful ways to disagree; communicate their own perspectives; demonstrate skills for disagreeing respectfully
Lesson 8 - Introducing Emotion Management	Describe what happens in their brains and bodies when they experience strong emotions; identify a personal signal; identify and name strong feelings
Lesson 9 - Calming down	Identify situations in which they might need to calm down; learn the technique for deep, centred breathing; identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)

Physical Education (Athletics and Cross Country)

Students will develop fundamental motor skills associated with cross country and athletics. They will be given the opportunity to practise these skills through playing games and/or modified sports.

During this term (**on a Friday**), students will also participate in a basketball clinic and be required to wear their **sport uniform**.

5 Blue lessons: Weeks 2-5 (14th Feb, 21st Feb, 28th Feb and 7th March)

5 Gold lessons: Weeks 6-9 (14th March, 21st March, 28th March and 4th April)

If your child is unable to participate in Physical Education due to an injury, please communicate this with your child's teacher via email or letter.

Visual Arts



Australian Animals

Throughout the unit students will learn the techniques needed to create artworks depicting Australian animals. Students will be introduced to advanced drawing skills, collage, printing, charcoal and painting skills, incorporating the elements of line, texture, shape and colour. They will observe how famous artists create artworks depicting Australian animals and show potential to apply new skills to their own artmaking.

The artists studied for this unit will be John Lewin, Elizabeth Cogley and Ian Coate.

Additional Information

Class	CAPA, Library , Fitness Digital Technology	Sport
5 GOLD - Mrs Dowling & Mrs Callaghan	Tuesday	Thursday Friday: 14th March, 21st March, 28th March and 4th April
5 BLUE - Mrs Xuereb	Tuesday	Wednesday Friday: 14th Feb, 21st Feb, 28th Feb and 7th March

Home Learning

PDH – Second Steps Homework

Each term a PDH homework pack will be sent home for the students to complete over the term. These tasks align with the learning in class and aims to consolidate the skills taught each week. Please sign the completed tasks and return to your child's teacher once completed. To ensure maximum gain in social and emotional skill development of your child, it is very helpful to ensure your child is receiving the same messaging from home and school regarding the skills taught in this program. Please prioritise with going over this homework with your child.

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 (novels will be sent home during week 4), ready to participate in the session.

Mathematics

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.

Home learning with commence on Monday, the 10th of February.

Important Term One Dates

Year 5 Parish Mass (24th of March @ 9:15, St Cecilia's Church)

Kindergarten and Year 5 Buddies Weekend Mass (1st of March @ 5:00 pm, St Cecilia's Church)

Ash Wednesday Liturgy (5th of March @ 9:00 am, classrooms)

GOAL Setting Meetings with teachers (24th February – 28th February) **Students are encouraged to attend.**

NAPLAN (The National Assessment Program – Literacy and Numeracy)

Tests will be completed in the following order.

Writing, Wednesday, the 12th of March

Reading and Conventions of language, Thursday, the 13th of March

Numeracy, Monday, the 17th of March

St Joseph's Liturgy led by year five (Wednesday, the 19th of March @ 8:45, Assembly Area)

Holy Week Celebration - Mass (Tuesday, the 8th of April @ 9:30 am, St Cecilia's Church)

Faith and Learning Walk (Wednesday, the 26th of March @ 2:30 pm, year five classrooms)

Bathurst Excursion (28 - 29th 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

We look forward to a great term of learning for your child and know that we will support each other in this endeavour.

Mrs Jamie Dowling, Mrs Tenille Callaghan and Mrs Sarah Xuereb