

# Year 5 OVERVIEW

Term 1 2024



## Religious Education

**School Theme:** Reflecting the Light of Jesus

**Focus:** Prayer

Students will:

Develop a class prayer that reflects the qualities of Saint John Bosco

Explore the structure of class and personal prayers

Examine language, format and links to key themes and scripture.

Create a prayer that includes scripture, relevant imagery and a reflection.

**Focus:** Lent/Easter

'What if God was one of us?'

Students will:

Explain how the Gospel's author uses imagery and settings to convey Jesus' message of love, hope and compassion

Interprets scripture by drawing upon personal and community experiences

Explore ways we can build a just and compassionate community

## Inquiry

**Focus:** Individual Investigations

### Make Know Do Act

Using inspirations to spark and inspire ideas or interests

Provoke deeper thinking and questioning

Conduct independent explorations/investigations

Select and follow an inquiry process to help answer questions

-Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities

-Experiment with alternative ideas and actions by setting preconceptions to one side

-Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities

## English

### Reading and Viewing

**Focus:** Establish Independent Reading routine which will focus on helping children to develop a love of reading

- Me as a reader - Reading interesting inventory
- Developing reading stamina
- Discussion around texts during Book Club sessions
- Book Reviews
- Monitoring/Self correcting
- Using a range of strategies to solve words

## English

### Speaking and Listening

- Showing active listening skills
  - asking specific questions to clarify a speaker's meaning
  - demonstrating whole body listening
- Making constructive comments that make conversations move while interacting with others
- Presenting to an audience effectively
  - Volume
  - Expression
  - Body Language
  - Pace

## English

### Writing

**Focus:** Writer's Notebook and Narratives

- Investigate possible seeds for writing by looking at the structure and features of Writer's Notebook
- Explore the structure and features of persuasive and narrative texts
- Investigate persuasive devices
- Investigate narrative language features - speech marks, verbs, similes, metaphors etc.
- Reread and edit own and others' work using agreed criteria for text structures and language features

### Grammar and Punctuation

**Focus:**

- Using capital letters, full stops and commas correctly
- Common and Proper Nouns
- Direct/indirect speech
- Modal verbs
- Simple, compound and complex sentences

## Spelling

### SMART Spelling

- Revise 'Smart spelling program' which will focus on the explicit teaching of digraphs/spelling patterns. Each week the children will be given a new list of words which contain the weekly spelling pattern. Children will have a personal list of spelling words to learn each week which they will be tested on.

<p><b>Mathematics</b>  <b>Focus:</b> What Mathematicians do</p> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>- Working on a range of strategies within the following content area</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>- Recognise, represent and order numbers to at least tens of thousands</li> <li>- Compare, order and represent fractions and decimals</li> </ul> <p><b>Data Representation Interpretation</b></p> <ul style="list-style-type: none"> <li>- Pose questions and collect different types of data by observation or survey</li> <li>- Construct displays, including column graphs, dot plots and tables depending on the type of data, with and without the use of digital technologies</li> <li>- Describe and interpret different data sets</li> </ul>	<p><b>Social and Emotional Learning (SEL)</b>  <b>Focus:</b> Emotional Literacy and Personal Strengths</p> <ul style="list-style-type: none"> <li>- unpack our school dispositions and how we can use these habits to be successful life-long learners - problem solver, inquisitive, collaborative, reflective, resilient, self manager.</li> <li>- How does my brain work?; students will deepen their understanding of the science behind a Growth Mindset and how the concept of the 'learning pit' can help us develop this helpful approach towards learning</li> <li>- Reflect on how personal strengths have assisted in achieving success at home, at school or in the community</li> <li>- Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</li> <li>- Explore the links between their emotions and their behaviour</li> <li>- Identify the skills for working independently and describe their performance when undertaking independent tasks</li> </ul>
<p><b>Italian</b>  <b>Focus: Mi presento!</b></p> <ul style="list-style-type: none"> <li>● IGT: Revision U1 &amp; Intro U2&amp;3</li> <li>● <b>Core:</b> Italian <i>alphabet</i> and <i>ordinal numbers</i></li> <li>● <b>primo, secondo, terzo, quarto, quinto, sesto, settimo, ottavo, nono, decimo.</b></li> </ul> <p><b>Mi Presento!</b></p> <ul style="list-style-type: none"> <li>● mi chiamo, ho ... anni, faccio la (ordinal), abito a, sono (adjectives/contrari to describe oneself (masc, fem)</li> <li>● la famiglia, mi piace</li> </ul> <p><b>Le mie vacanze conversazione- My holidays conversations</b></p> <ul style="list-style-type: none"> <li>● Using prior knowledge of greetings and phrases to have a conversation with a partner. Using new phrases to describe what we have done on our holidays and what we would like to do. Inviting a person to catch up on the holidays. Looking at these phrases and introducing how we can change a statement into a question using punctuation and different tone of voice.</li> </ul> <p><b>Pasqua-</b> Exploring Easter traditions in Italy.</p>	<p><b>Physical Education</b>  Students will:</p> <ul style="list-style-type: none"> <li>● Be collaborative and work in teams to play tabloid games which require the use of a range of Fundamental Movement Skills including throwing, catching, running, dodging etc</li> <li>● Practice the correct technique for track events including long jump, high jump, shot put etc in preparation for the St John Bosco's athletics carnival.</li> </ul>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>● identify and classify materials as solids, liquids, or gases based on their observable properties</li> <li>● explore properties of materials and relate them to their use or function</li> <li>● investigate whether properties of material change, and the cause of the change</li> </ul>	<p><b>Visual Arts</b>  Students will:</p> <ul style="list-style-type: none"> <li>● Settle back into our creative, safe space</li> <li>● Create a piece of art for the whole school display connected to our school theme "Reflecting the light of Jesus"</li> <li>● Design a unique front cover for their 2024 art folios</li> <li>● Investigate a variety of artist's styles, including Reg Mombassa to create a unique portrait.</li> <li>● Produce an artistic response to school camp</li> </ul>
<p><b>Performing Arts</b>  <b>Focus: Music</b>  Students will:</p> <ul style="list-style-type: none"> <li>● Investigate different genres of music and what</li> </ul>	<p><b>Digital Technologies</b>  <b>Digital Citizenship</b>  <b>Focus:</b> Learning how to be a responsible user of technology  -Being a digital citizen as part of the online community in order to be safe and secure online</p>

makes them unique

- Explore the Chrome lab music tools suite
- Continue to Investigate basic music theory - (Staff, treble clef, naming notes)
- Continue with basic keyboard skills using a virtual MIDI keyboard device
- Explore creating music in a DAW (Digital Audio Workstation)