

Year 5 OVERVIEW

Term 2 2024



Religious Education

Topic: Morality & Justice : Human Dignity

Where is the Love?

- Identify my own perspective of human dignity.
- Identify and evaluate the church's perspective of human dignity.
- Investigate world views relating to human dignity.
- Reflect on encounters with dignity and use these experiences to help build positive and just relationships with others.

Inquiry

Big idea: Living together in Harmony
Windows on Australia

How have significant people and events of our past impacted on our world today?

Focus:

- Exploring events and people that are significant in bringing about change in Australia (or the world) in the past 200 years
- Explore stories of people from diverse cultures who have migrated to Australia
- Explore contributions made from the diverse cultures and how they have shaped Australia's culture
- Identifying cause and effect and 'patterns' that are emerging in Australia
- Identify and explore a chosen event or person that is significant to Australia's History.

English

Reading and Viewing

Focus: Inferring

- Develop an understanding of inferring
- Make inferences based on information read in texts and prior knowledge
- Explore character traits using clues from the text
- Analyse dialogue to infer meaning

Focus: Summarising

- Order the events of a text in sequence
- Determine the most important details and eliminate unnecessary details
- Paraphrase to retell the most important information in a concise way
- Organise important information from more than one text into a summary
- Identify the author's message and the underlying themes of the text
- Compare summaries of texts and identify similarities and differences

English

Speaking and Listening

Students will rehearse and deliver presentations (autobiographies, inquiry presentations) for defined purposes incorporating accurate and sequenced content and multimodal elements.

Students will investigate the pronunciation, spelling and meanings of words looking at word histories and how they have changed over time.

Personal responses to the ideas and viewpoints in texts.

English

Writing-

Focus: Biographical texts

Students will explore, analyse and critique the structure and features of biographical texts.

Students will create their own autobiographies in preparation for leadership speech choosing text structures, language features and vocabulary appropriate to purpose and audience.

Students will form appropriate questions to gather information on a leader of their choice.

Grammar and Punctuation

Focus: Nouns groups, adjectives groups and subordinate clauses

Students will investigate how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea.

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause.

Focus: Possessives: Apostrophe

Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with common and proper nouns

SMART SPELLING

Focus:

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>Mathematics</p> <p>Number & Algebra Addition and Subtraction</p> <ul style="list-style-type: none"> • Use estimation and rounding to check the reasonableness of answers to calculations • Use efficient mental and written strategies and apply appropriate digital technologies to solve problems. • Identify and describe factors and multiples of whole numbers and use them to solve problems <p>Measurement and Geometry: Shape</p> <ul style="list-style-type: none"> • Connect three-dimensional objects with their nets and other two-dimensional representations <p><u>Statistics & Probability:</u> Data Representation Interpretation</p> <ul style="list-style-type: none"> - Pose questions and collect different types of data by observation or survey - Construct displays, including column graphs, dot plots and tables depending on the type of data, with and without the use of digital technologies - Describe and interpret different data sets 	<p>Social and Emotional Learning (SEL) <u>Focus - Personal Strengths</u></p> <ul style="list-style-type: none"> • Unpacking 24 character strengths • Goal setting • Flexible Thinking • Building resilience - positive coping strategies
<p>Italian</p> <ul style="list-style-type: none"> • Focus: Al Ristorante • Intentional Gesture teaching- <u>Focus language:</u> <i>Revising HFW- greetings and exchanges; Buongiorno (good morning), Arrivederci (Good bye), Come stai? (How are you?), Sto bene/male (I'm well/not well), per favore (please), grazie (thank you), Prego (you're welcome)</i> • Classroom verb based instructional language and gestures • Verbs: prendere and volere • Questo semestre students will learn to: • Ordering food at a restaurant • Express their likes and dislikes • Look at the types of restaurants in Italy and what a typical meal looks like • Explore names of Italian restaurants in our city and their meanings • Practise pronunciation and intonation 	<p>Physical Education The students will:</p> <ul style="list-style-type: none"> • Consolidate the Fundamental Movement Skills catch, throw and side-arm strike during modified and full games of T-ball with a focus on learning the rule and working as a team to achieve a goal. • Participate in a volleyball unit where students will learn the skills; dig, serve and set in order to play modified volleyball games. • Begin to use critical and creative thinking during games to work out where to hit the ball in order to gain points for their team.
<p>Science Students will</p> <ul style="list-style-type: none"> - identify and classify materials as solids, liquids, or gases based on their observable properties - explore properties of materials and relate them to their use or function - investigate whether properties of material change, and the cause of the change 	<p>Visual Arts The students will:</p> <ul style="list-style-type: none"> • Continue to try different short art activities to enhance their sketching skills • Explore mindfulness activities using mineral paper • Use Australian artist Reg Mombasa to inspire their own portraits • Work through the design process to plan and produce their construction • Construct with a variety of recyclable items to create a standing sculpture
<p>Performing Arts Focus: Music Students will:</p>	<p>Digital Technologies</p> <ul style="list-style-type: none"> - Explore Digital Citizenship and what it means to be a safe online citizen - Use a range of digital platforms to showcase their

- Continue to 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 MIDI keyboard device

- learning including Canva and Kahoot.
- Explore coding using Google CS First
- Understand and identify different Digital Systems