

Grade 5 OVERVIEW

Term 1 2025



St John Bosco's
School *Niddrie*

Religious Education

Topic: Prayer

Students will:

- Unpack our whole school theme - Pilgrims of Hope
- Develop a class prayer that reflects the qualities of Saint John Bosco
- Create a class prayer symbol and establish a daily prayer routine

Unit Focus: Being our best as Pilgrims of Hope

Concepts: Tradition, faith, relationships

In this unit of work students will explore the big question: How can I live my faith and build loving relationships to bring hope to others in my journey with God?

They will follow Jesus' journey through Holy week and identify how as a community we can live our faith as we prepare for Easter through prayer, penance and good works. Students will remember and celebrate the life, death and resurrection of Jesus, and come to recognise Easter as the most important event in the Church year.

Inquiry

Inquiry Throughline: Being your best

During our Term One Inquiry unit, students will explore the theme of "Being Your Best vs. Being the Best!" Throughout this unit, they will reflect on their personal strengths and areas for growth, learning how to improve and develop various skills aligned with their goals. Students will also explore the five key elements of health and wellbeing: Physical Health (exercise and nutrition), Emotional/Mental health, Digital wellbeing, Spiritual health (community and God), and Personal reflection. They will engage in various mindfulness practices, such as yoga and gratitude journaling, while learning about the positive impact of different foods on our bodies, the importance of staying hydrated, and the added benefits of moving our bodies daily. During this unit of work students will be given opportunities to reflect on their progress and set personal goals for future development. A key component of this unit will be the Make, Know, Do, Act (MKDA) project, with a focus on the "Do" pathway. This will give students the opportunity to pursue something they are passionate about, such as learning to play the guitar. Throughout their MKDA project, students will deepen their understanding of the SJB learning dispositions in particular Resilience, Curiosity, Self-Management, and Reflection—while actively engaging in hands-on learning.

English

Reading and Viewing:

Students will focus on: 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
- Improve reading fluency using a variety of fluency strategies

Speaking and Listening:

Students will focus on: Showing active listening skills

- asking specific questions to clarify a speaker's meaning
- demonstrating whole body listening

English

Writing Genre:

Focus: Writer's Notebook, Narratives and Persuasive Texts

- 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

<ul style="list-style-type: none"> ● Making constructive comments that make conversations move while interacting with others ● Presenting to an audience effectively ● Volume ● Expression ● Body Language ● Pace 	<ul style="list-style-type: none"> ● Simple, compound and complex sentences
<p><u>Mathematics</u></p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Collect, analyze, and display data using spreadsheets to answer questions and identify patterns. ● Interpret line graphs to understand changes over time and explain relationships. ● Convert between 12-hour and 24-hour time systems to solve real-life problems. ● Compare and order whole numbers of any size and numbers with more than two decimal places using place value and a number line. 	<p><u>Digital Technologies</u></p> <p>Topic:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Setting out their goals and hopes for art for this year ● Collaborate to create a 3D piece of art for our whole school display ● Design front covers for their folios and sketchbooks ● Learn about Yayoi Kusama, a Japanese artist and be inspired by her style of art to create their own ● Produce an artistic response to their school camp ● Extend their sketching skills
<p><u>Social and Emotional Learning (SEL)</u></p> <p>Focus:</p> <p>Students will focus on: Emotional Literacy and Personal Strengths</p> <ul style="list-style-type: none"> ● 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. ● 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 ● Reflect on how personal strengths have assisted in achieving success at home, at school or in the community ● Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations ● Explore the links between their emotions and their behaviour ● Identify the skills for working independently and describe their performance when undertaking independent tasks 	<p><u>Physical Education</u></p> <p>Topic: Track and field</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Being collaborative and working in teams to play tabloid games which require the use of a range of Fundamental Movement Skills including throwing, catching, running, dodging etc ● Practising the correct technique for track events including long jump, high jump, shot put etc in preparation for the St John Bosco's athletics carnival.
<p><u>Italian</u></p> <p>Topic: Mi presento!</p> <p>Students will focus on:</p> <p>Core: ordinal numbers primo, secondo, terzo, quarto,quinto,sesto, settimo, ottavo, nono, decimo.</p> <p>IGT: Revision U1 & Intro U2&3</p>	<p><u>Visual Arts</u></p> <p>Topic:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Setting out their goals and hopes for art for this year ● Collaborating to create a 3D piece of art for our whole school display ● Designing front covers for their folios and

<p>Core: <i>alphabet</i></p> <p>Topic theme: <i>Mi Presento!</i></p> <p>mi chiamo, ho ... anni, faccio la... (ordinal numbers) abito a, sono (adjectives/contrari to describe oneself (masc, fem), la famiglia, mi piace</p> <p>Using phrases and adjectives to describe a friend, their likes/dislikes and their best attributes.</p> <p>Il mio amico/ La mia amica- Introducing themselves and describing a friend. Using adjectives to describe hair/eye colour and personality. Indovina chi è? (Guess Who?)</p> <p>Pasqua- Learning about different Italian Easter traditions</p>	<p>sketchbooks</p> <ul style="list-style-type: none"> ● Learning about Yayoi Kusama, a Japanese artist and be inspired by her style of art to create their own artworks ● Producing an artistic response to their school camp ● Extending their sketching skills
<p><u>Performing Arts</u></p> <p>Topic: Drama</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Play a variety of drama games to build self confidence and feel comfortable to perform in front of an audience ● Investigate tableaux and in groups create tableaux for a dramatic scene ● perform device and script drama that develops narrative and uses performance styles and design elements to engage an audience. ● Explore the origins of 'Commedia Dell'Arte' by looking at where it began, how improvisation was the basis of these performances. Children will also explore key features such as: lazzi, troupes, movement and Gromalot. ● Through 'Commedia Dell'Arte' children will develop character by learning about the dramatic elements of voice, movement, situation, focus, tension, space and time. ● Children will develop their own Commedia Dell'Arte Character profile through researching traits, influences and design a futuristic version of a mask for their character with a reflection to show why their design represented their character. 	<p><u>Science</u></p> <p>Topic:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Investigating how energy from a variety of sources can be used to generate electricity. ● Exploring how electrical circuits enable electrical energy to be transferred to another place and then be transformed into another form of energy.