



## Year 5/6 Term 4 Learning Overview 2019

Dear Parents,

The information contained below communicates our intended curriculum and learning opportunities for the term in Year 5/6. These statements outline what we hope to achieve across the term. They come from the Victorian Curriculum and the Religious Education Curriculum Framework and provide us with a level of expected achievement. Please note that this curriculum could be modified during the course of the term depending on a number of circumstances. As teachers we use data to inform our planning and various strategies to teach the Victorian Curriculum including whole class and small groups to refine and practise particular skills and to develop knowledge in each student. If you have any questions about how learning takes place in the classroom, please feel free to take the time to meet with us.

Regards,

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Subject area:	Description	Links to the Victorian Curriculum/RE Curriculum
Religious Education	<p>The students will participate in planning, collecting resources and coordinating their stall for the Mini Mission Fair and participate in discussions regarding the Church's teaching on human dignity and its connection to Social Justice.</p> <p>The students will investigate Biblical history, including significant people in the Old Testament. They will look at the historical context of these people and Jewish Society, making connections to their lives today. This will flow into participation in the season of Advent and the prophecies of the coming of the Messiah.</p>	<ul style="list-style-type: none"> <li>● Explains various literary forms used in Scripture and compares, interprets and reflects upon Scriptural texts by making connections to experiences, feelings and beliefs.</li> <li>● Reflects on ways to participate responsibly and contribute ethically to the local and faith community and the ways religion contributes to the identity of believers.</li> <li>● Discusses and explains the Church's understanding of human dignity in relation to spiritual, social, ecological and physical wellbeing.</li> <li>● Reflects on our responsibility to build a just society and ways to create compassionate relationships.</li> </ul>
English		
Reading & Viewing	<p>Through reading our class novel, "Walking the Boundaries", students will participate in class discussions on intercultural and ethical issues. Students will investigate the techniques used by authors to engage the audience and will continue to look at the various strategies which can be used to understand texts. Students will then watch the film "Rabbit</p>	<ul style="list-style-type: none"> <li>● Explains how authors use text structures and language features to achieve their purpose and articulates how strategies are used to influence readers.</li> </ul>

	<p>Proof Fence” and explore how societal views and values on indigenous people have changed over time.</p> <p>The ability of students to gain meaning from a range of texts will be further developed at both literal and inferential levels. Picture story books as well as novels and magazine articles will be used to explore themes, the authors’ craft and literary devices.</p> <p>Sustained silent reading will continue to take place on a daily basis to give students the opportunity to develop a habit of reading for enjoyment.</p>	<ul style="list-style-type: none"> <li>● Identifies and describes the similarities and differences between texts by the same author and evaluates characteristics that define an author’s individual style.</li> <li>● Uses a variety of comprehension strategies to analyse and compare information from a variety of print and digital sources.</li> <li>● Identifies and uses images to enhance understanding of texts.</li> <li>● Identifies aspects of literary texts that convey details or information about particular social, cultural and historical contexts.</li> </ul>
Writing	<p>Students will plan and create biographies, information reports and factual recounts for different purposes and audiences. When writing, they will demonstrate their understanding of structure, grammar, punctuation, choice of vocabulary and consider where to find accurate sources of information. They will edit their work and that of their peers for accurate spelling, punctuation, cohesive structure and meaning. They will use vocabulary encountered in their research to add detail and accuracy to their writing.</p> <p>Other skills that will be covered in conjunction with our Inquiry Unit will include summarizing information, creating word walls, tables, labelled diagrams and note taking.</p>	<ul style="list-style-type: none"> <li>● Plans, drafts and publishes informative and procedural texts appropriate to purpose and audience.</li> <li>● Understands how a rich vocabulary provides a fuller description of the person, place, thing or idea.</li> <li>● Rereads and edits their own and others’ work using a set criteria for text structures and language features.</li> <li>● Develops a handwriting style that is legible, fluent and automatic and uses a range of software to create texts.</li> <li>● Incorporates new vocabulary from a range of sources including vocabulary encountered in research into their own texts.</li> <li>● Understands how texts are made cohesive through the use of linking devices including pronoun reference and text connectives.</li> </ul>
Speaking and Listening	<p>Students will be encouraged to actively contribute their opinions and ideas to small and whole group discussions. They will consider, and respond to the ideas of others remembering to be ‘hard on content and soft on people’. Debating will be a focus with students working in teams to delve into the issues presented through our Inquiry unit.</p> <p>Students will make presentations to a variety of audiences, focusing on knowledge of content and maintaining audience engagement. There will also be the opportunity for constructive feedback from/to their peers.</p>	<ul style="list-style-type: none"> <li>● Contributes and participates actively in class discussions by developing and supporting arguments with opinions or evidence.</li> <li>● Participates in formal and informal debates as well as plans, rehearses and delivers presentations to a selected audience.</li> <li>● Participates in, and contributes to discussions. This will incorporate; clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience.</li> </ul>

## Mathematics

***Fluency, Understanding, Problem Solving and Reasoning will be a strong focus of our Maths activities.***

<p>Number and Algebra</p>	<p>In Number and Algebra we will review all areas covered during the remainder of the year with a focus on those aspects which students found challenging.</p> <p>Through preparation for the Mini Mission Fair, students will prepare a simple financial plan showing costs, income and projected profit. They will also investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies.</p>	<ul style="list-style-type: none"><li>● Selects and applies efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers.</li><li>● Explores the use of brackets and order of operations to write number sentences.</li><li>● Compares and orders common fractions and locates and represents them on a number line.</li><li>● Identifies and describes properties of prime, composite, square and triangular numbers.</li><li>● Identifies and describes factors and multiples of whole numbers and uses them to solve problems.</li><li>● Describes, continues and creates patterns with fractions, decimals and whole numbers resulting from addition and subtraction.</li><li>● Investigates and calculates percentage discounts of 10%, 25% and 50%.</li><li>● Solves problems involving addition and subtraction of fractions.</li></ul>
<p>Measurement and Geometry</p>	<p>Students will use appropriate units of measurement for volume, capacity and mass. They will convert between 12 and 24-hour time and use timetables. Using a grid reference system, students will locate landmarks on maps and also estimate angles and use protractors and digital technology to construct and measure angles. Students will connect three-dimensional objects with their two-dimensional representations and describe transformations and identify line and rotational symmetry.</p>	<ul style="list-style-type: none"><li>● Chooses appropriate units of measurement for volume and capacity.</li><li>● Converts between common metric units of capacity.</li><li>● Connects volume and capacity and their units of measurement.</li><li>● Calculates the area of rectangles and the volume and capacity of prisms using familiar metric units.</li><li>● Describes translations, reflections and rotations of two-dimensional shapes.</li><li>● Identifies line and rotational symmetries.</li><li>● Investigates, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Uses results to find unknown angles.</li><li>● Compares 12- and 24-hour time systems and converts between them.</li><li>● Uses a grid reference system to describe locations.</li><li>● Converts between common metric units of length, mass and capacity.</li></ul>

		<ul style="list-style-type: none"> <li>• Solves problems involving the comparison of lengths and areas using appropriate units.</li> <li>• Describes routes using landmarks and directional language.</li> <li>• Connects volume and capacity and their units of measurement.</li> <li>• Constructs simple prisms and pyramids.</li> <li>• Uses the Cartesian coordinate system using all four quadrants.</li> </ul>
Statistics and Probability	As part of our Inquiry Unit, students will research statistics and various forms of graphs in order to gather data related to the focus.	<ul style="list-style-type: none"> <li>• Describes and interprets different data sets in context.</li> <li>• Constructs, interprets and compares a range of data displays, including side-by-side column graphs for two categorical variables.</li> <li>• Interprets secondary data presented in digital media and elsewhere.</li> </ul>
Social and Emotional Learning	<p>This term students will continue working through a unit on <i>Positive Coping</i> that covers identifying and sharing coping strategies. They will also complete another unit on <i>Problem Solving</i>. This unit will look at the idea of "We have a problem. How Can we Deal with it?" This will entail exploring what may and may not work when a problem arises.</p> <p>Year 5 students will consider the characteristics and personal qualities that make a good leader. They will participate in a leadership day and present their speeches to the upper school.</p> <p>Year 6 students will reflect on their primary school years and create an autobiographical page to be compiled into a book which will be presented at their graduation. They will also prepare for their transition to secondary school.</p>	<ul style="list-style-type: none"> <li>• Practises skills to establish and manage relationships.</li> <li>• Examines how problems may contain more than one ethical issue.</li> <li>• Evaluates behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection.</li> <li>• Discusses the role and significance of conscience and reasoning in ethical decision-making.</li> </ul>
Geography through Inquiry Learning	<p><b>The World's First People</b></p> <p><b>How is the Indigenous Australian culture the same and different to the culture of indigenous cultures of other countries?</b></p> <p>There are similarities and differences between indigineous cultures. Students will research an Australian Indigenous culture and compare it to another indigenous culture from another country. They will compare food, clothing, shelter, the impact of exploration, language and their impact on the environment. They will also explore the life of an</p>	<ul style="list-style-type: none"> <li>• Identifies the key elements of an indigenous group.</li> <li>• Compares similarities and differences between an Austalian indigenous group and another indigenous group.</li> <li>• Researches, summarises and presents information on an indigenous Australian</li> <li>• Defines the term 'indigenous' in a global context.</li> </ul>

	indigenous person by writing a biography.	
Art	Students will create art works in various mediums with the focus on artworks by Aboriginal and Torres Strait Islander people and other indigenous groups.	<ul style="list-style-type: none"> <li>● Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples and other Indigenous groups.</li> <li>● Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks.</li> </ul>
Digital Technologies	Students will use digital technologies to find, evaluate and store information they have gathered through research both as individuals and in groups. They will investigate the best way to communicate their ideas and findings, at times using digital technologies to do so. Students will apply safe practices while participating in online environments and consider ways of managing the use of social media to maintain privacy needs in the future.	<ul style="list-style-type: none"> <li>● Plans, creates and communicates ideas, information and online collaborative projects.</li> <li>● Applies agreed ethical, social and technical protocols when using digital technologies.</li> <li>● Acquires, stores and validates different types of data and uses a range of software to interpret and visualise data to create information.</li> </ul>
Italian	<p>In fourth term the students will study a unit called 'Non ho paura della matematica' (I'm not afraid of mathematics). They will study this unit from a mathematical perspective. The students will develop confidence with number sequences counting to 1000 and beyond. The students will be introduced to terms associated with place values. They will have practice at naming the value represented by a digit in a number on the basis of its position in the number (thousands, hundreds, tens, units). The students will learn the names of the four basic operations of arithmetic and practice their use in various maths activities and games. They will learn to tell the time on the hour and half hour and answer questions regarding time lapses. The students will learn terms associated with fractions and will solve simple problems using fractions. They will use languages-on-line providing another avenue for learning and using numbers through interactive games.</p> <p>gmichieli@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> <li>● Is organised and takes action in classroom activities and games.</li> <li>● Is able to use numbers above 1000 in various speaking and writing activities.</li> <li>● Can confidently use the four basic operations of arithmetic (piu`, meno, per, diviso) in activities.</li> <li>● Can name simple fractions on a number line and/or pie graph (meta, un tezo, un quarto, un quinto).</li> <li>● Is developing pronunciation and intonation of Italian-specific sounds.</li> </ul>

<p>Performing Arts</p>	<p>This term, the students will construct and continually discuss the learning intentions and success criteria relating to their music learning for term 4.</p> <p>Students will be introduced to a unit on Ukulele. This will include the history, the structure of the Ukulele, as well as learning how to tune the instrument and learning various chords, which can be used in playing a range of popular songs.</p> <p>Sequential learning of recorder skills will continue, as they follow the Black Belt Recorder syllabus. Students will be focusing on achieving their orange belt (level) by refining their techniques and building their recorder repertoire.</p> <p>Rhythmic and melodic notation reading skills will be applied throughout the instrumental learning, as they sight-read new repertoire.</p> <p>eso@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> <li>● Follows the safety instructions and use instruments appropriately when participating in music class.</li> <li>● Uses their voices and body movements to explore and create various sounds using the element of music: dynamic, texture, beat, rhythm, timbre and pitch.</li> <li>● They will develop practice techniques on the Ukulele and recorder to assist their improvisation and composition.</li> <li>● Rehearses and refines a repertoire of songs and performs solo or in groups.</li> <li>● Rehearses efficiently in class to refine and produce a convincing performance</li> </ul>
<p>Physical Education</p>	<p>Students extend and refine their range of manipulative skills with a particular emphasis on striking, throwing &amp; catching. They will participate in a unit of Hockey. Students will apply motor skills in a sports specific setting playing games of Tennis and Badminton. Within the team students will discuss strategies and tactics to improve game performance. They will work on negotiation skills when dealing with conflicts or disagreements in movement situations, correctly interpreting and applying rules in physical activities. All games have an inclusive focus.</p> <p>mgallacher@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> <li>● Applies stability and locomotor skills to dodge and feint in different movement situations.</li> <li>● Applies striking and throwing skills to propel an object and keep it in motion.</li> <li>● Demonstrates defensive and offensive play in modified games.</li> <li>● Proposes and applies movement concepts and strategies to perform movement sequences at different levels using different types of equipment.</li> <li>● Demonstrates an understanding of how to adjust the force and speed of an object to improve accuracy and control.</li> <li>● Understands the contribution of different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants.</li> <li>● Demonstrates negotiation skills when dealing with conflicts or disagreements in movement situations correctly interpreting and applying rules in physical activities.</li> </ul>
<p>STEM</p>	<p>This term the students will continue with their creating of digital technologies. They will be exploring coding online and offline. They will explore Binary coding that all computers use, blockly coding on the Hour of Code website and then learn how to program and manipulate Ozobots.</p>	<ul style="list-style-type: none"> <li>● With guidance, plan appropriate investigations to answer questions or solve problems using technologies.</li> <li>● Communicates ideas, explanations and processes using scientific language.</li> </ul>

	dbird@stphilipbbn.catholic.edu.au	<ul style="list-style-type: none"><li>• Uses blockly coding to solve problems.</li><li>• Programs a robot to move independently.</li><li>• Experiments with different ways of instructing to make choices and repeat instructions, for example using 'IF' statements to allow for making choices and iterations (repeat instructions) until a goal is achieved.</li><li>• Is able to program an Ozobot.</li></ul>
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**Important Dates and Events (Please check for updates on the school website/app)**

**October**

22nd Whitefriars visit

22nd Camp Information Night @ 7pm

24th Cricket Day

25th Mini Mission Fair

**November**

4th School Closure Day

5th Melbourne Cup Day

6th - 8th Year 5/6 Camp

14th Year 6 (2020) Leadership Day

**December**

12th Advent Paralyurgy

13th Year 6 Big Day Out

16th Year 6 Graduation Assembly @ 2:30pm

17th Year 6 Graduation 6pm - 9pm

18th Last day of school for students