|  |  |  |
| --- | --- | --- |
| YEAR FIVE – TERM FOUR OVERVIEW | | |
| Religious Education – Mrs Quartermaine & Mr Tenney | | **Mathematics –** Mrs Maartens, Mrs Quartermaine, Mr Tenney |
| *PRAYER*  • People grow and change in many ways  • People need relationships  • Christians love and pray for one another  • God helps people to love and be at peace through prayer  • Prayer is a relationship with God  *ADVENT CHRISTMAS*  • People learn from and remember stories  • Christians listen to stories of God’s promise to send a Saviour during  Advent  • People learn many names for Jesus from the Bible  • Advent is a time of preparing for Christmas  • Advent Calendars focus on preparing for Christmas  *Penance*  Students will learn that people use their conscience to make good choices, that Jesus teaches people to choose loving words and actions, that people sin when they choose not to follow what God wants, and that the Sacrament of Penance helps people to reflect on the choices they make. | | ***Maths Pathways***  Students will continue to use the Maths Pathway program. Each lesson will include:   * a whole-class ‘energizer’ to get our maths brains switched on, * independent work time where students work on different modules that target the maths that they are ready to learn, * small-group ‘mini lessons’ where students build conceptual knowledge in targeted small groups   Students will be tested at the end of each two-week cycle on the modules that they have completed. They will then reflect on their efforts (how many modules they completed within the cycle), accuracy (how many of these modules they show competence in) and growth rate (to gain a 100% growth rate, students must master 3 modules).  Throughout the term, students will be engaged in ‘rich tasks’. These focus on problem solving strategies, mathematical discussion, and critical thinking. During rich lessons students work collaboratively, while teachers lead and direct the lesson. |
| English | | **HASS** |
| *Reading* – Mrs Maartens   * Students will read library books at their Lexile level. The expectation is that students complete a Lexile test for each book. * Students will continue to practice different reading comprehension strategies. * Students will practice their fluency while reading aloud to the teacher.   *Writing* – Mrs Maartens  Students will review the structure and continue to practice each of the following writing genres.   * Continue with information reports * Narrative * Film review   *Spelling* – Mrs Maartens   * Students will learn about abbreviations * Revisit ordering words in alphabetical order * Homophones, homonyms * Spelling Mastery groups will continue this term. | | Students will continue to develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting.  ***Economics and Business*** – Mrs Maartens   * Students will determine the difference between needs and wants. * Resources can be natural, human or capital and can be used to make good and services to satisfy the needs of customers. * The factors that influence purchase decisions, for example: age, gender, advertising, price.   ***Civics and Citizenship*** – Mr Tenney   * Students will explore the key values that underpin Australia’s democracy, including freedom, equality, fairness, and justice. * Students will explore the roles and responsibilities of key personnel in law enforcement and in the legal system, the roles and responsibilities of electors and representatives, and how regulations and laws affect the lives of citizens. |
|  | |
|  |  |
| **Science** **–** Mrs D’Alton |
| Students will explore the types of adaptations that organisms make in order to survive in their environment. They look at different biomes and the adaptations of the plants and animals in these biomes. They represent their findings through scientific diagrams and annotations. Students investigate active times of different animals and learn terms including diurnal, nocturnal, crepuscular and cathemeral. Students also research plant adaptations and the way that plants mimic the look of other things in order to survive. They explore how carnivorous plants have adapted to trap and digest their food, including pitcher plants. Students explore how plants survive catastrophic events, such as the Australian Banksia and bushfire survival. They look at the common types of seed dispersal and research one of their choice. At the end of the unit, students complete an information report of behavioural and physical adaptations of plants and animals. |
| Health & Physical Education | |
| *Health* – Mrs Maartens  In Health students will learn more about privacy and the body. The will learn their bodies are private and what type of touching is appropriate. Students will explore the different types of abuse and discover more about cyber safety.  Students will learn strategies to be assertive and revisit their trust networks.  *Physical Education* – Mrs Kilpatrick  This term, the children will be learning and practicing bat and ball skills through drills relevant to the game of cricket. They will practice catching skills, batting techniques and will learn to field a ball. Focus will be on hand and eye co-ordination They will participate in an interschool cricket carnival later in the term. | |
| **The Arts** |
| ***Visual Arts* –** Mrs Quartermaine  Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork.  • Completion of our “Breaking Out in Spring” backgrounds with attached foil structures (for display in Narrogin Show) and our allocated Year 5 concert backdrop for “Mary Poppins”  • Explore a recycling opportunity to create beautiful artwork from old magazines: Cut Paper Art  • Christmas art/craft  ***Music – Mrs Hastie***  The students will be rehearsing our Musical Production. We will be fine tuning choreographed dance routines, learning scripts, and working on the blocking of the production (blocking refers to the physical action within each scene that supports the storytelling). We will be focused on projecting our voices and singing the songs with energy and enthusiasm. Each week, the whole school will gather to put the show together in an effort to create a dynamic and exciting show. |
| Technologies | | **Languages –** Mrs D’Alton |
| *Digital Technologies* – Mr Tenney  Students will consider how they spend their time online, and who they communicate with. They will then explore how to reduce risks, such as sharing personal information and communicating with unknown people, when participating in digital activities. Students will understand the importance of consent when requesting or sharing images online and know how to look for behaviours that try to change their mind.  *Design and Technology* – Mrs Maartens  Students will also investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene. | | Talking about time is an everyday activity, and time is something that influences lives in all cultures and communities. In this unit, students are made aware of, and are invited to explore, different concepts of time and different calendars used in Indonesia and Australia, that operate, sometimes simultaneously, in different ethnic groups (eg Javanese and Balinese) and religious cultures (including Islamic and Buddhist). The language explored in this unit builds on initial work on Indonesian time language. It includes telling the time in hours and half hours; language for yesterday, today and tomorrow; months of the year; and language around diaries and calendars. Students will also be able to use language from other units to ask and answer questions about plans on certain days of the week or months of the year, and to create, use and compare calendars. |