



Melbourne Archdiocese
Catholic Schools



YR 5/6 TERM 1 CURRICULUM NEWSLETTER

Welcome to 2025!

We are delighted to announce such a positive start to the year, with students stepping up to take up roles in the senior school. Term One presents a host of new and exciting opportunities, including Year 5 NAPLAN, whole school photos, an excursion to the Immigration Museum and exploring the Sandridge Bridge.

Should you have any questions, feel free to reach out to us via email, through Seesaw or drop by in person. We are available to meet with parents before school every day, or after school on Monday, Thursday or Friday.

Stay in touch

Year 5M - Miss Claudia Mattas cmattas@stbsunshinenth.catholic.edu.au	Year 5L - Miss Jacqueline Lumsden jlumsden@stbsunshinenth.catholic.edu.au
Year 6M - Ms Melissa Szulik & Ms Nicole Marevic mszulik@stbsunshinenth.catholic.edu.au nmarevic@stbsunshinenth.catholic.edu.au	Year 6R - Mr James Reitmaier jreitmaier@stbsunshinenth.catholic.edu.au

Upcoming Events

March

- 5th Ash Wednesday
- 12th - 24th - Naplan
- 18th - St B Feast Day Mass
- 21st - St Bs Feast Day Celebration
- 27th - School Photos

April

- 4th - Last Day of Term 4 & Mass @ 9:15am. Students finish @1pm

Reminder:

We kindly request each family to provide their child's class with two boxes of tissues. We're eager to meet you and work together to support your child's learning journey throughout the year.

Timetable

	5M	5L	6M	6R
VISUAL ARTS	WED	TERM 2	WED	WED
MUSIC	WED	WED	TERM 2	WED
S.T.E.M	TERM 2	WED	WED	WED
P.E.	WED	WED	MON & WED	THURS
ITALIAN	FRI	MON	FRI	MON

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Faith Life

FAITH LIFE QUESTION: How can we be pilgrims of hope?

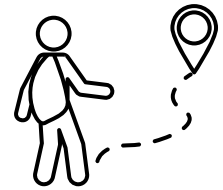


UNDERSTANDINGS

- A pilgrimage opens our hearts and minds to Jesus' teaching of love, hope and mercy.
- The Bible teaches about hope through Jesus' life, death, and resurrection.
- As a community, we support each other on a pilgrimage of faith, hope and love.

Inquiry

COMPELLING QUESTION: Why Australia?



UNDERSTANDINGS

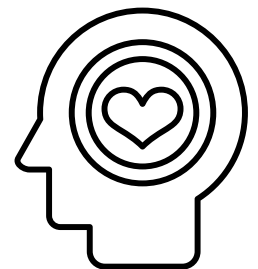
- The different groups that have come to Australia have had an impact on our country and its people.
- Events happening in the world have made people want/need to immigrate to Australia.
- Different Migrant groups have had different perspectives and experiences when migrating to Australia.
- Immigration has impacted the Aboriginal and Torres Strait Islander People.

Social and Emotional Learning

The students will be inquiring into how to establish an effective learning community and build positive relationships with others. This includes, revising the school agreed ways and values, and how we can prevent bullying and creating ready to learn scales.

St Bernadette's Agreed Ways

- Follow directions.
- Listen to the speaker without interruption.
- Speak appropriately.
- Treat property and the environment with care.
- Move safely around the school.
- Keep hands, feet and objects to yourself



The students will recognise and name different emotions and use a variety of self-regulating strategies to support these emotions.

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English



Reading and Viewing

The students will:

- view and discuss a range of texts about immigration
- analyse the techniques used by authors in a range of visual texts.

Writing

The students will:

- construct simple, compound and complex sentences
- use coordinating conjunctions to join two sentences / clauses
- expand sentences by adding details
- explore the concept of show not tell
- write a character analysis
- plan and write a narrative (Year 5 and 6)
- plan and write a persuasive text (Year 5)
- practice joining printed text to develop handwriting fluency.



Speaking and Listening

The students will:

- respond to teacher directions to fully participate in daily reviews and whole class tasks
- express and justify opinions
- participate in and contribute to discussions.

Spelling - Spelling Mastery (30 min sessions, 3 sessions per week) The students will be in differentiated spelling groups which will focus on:

- phonics - sounds that the letters make
- morphology - prefixes, suffixes and base words
- spelling rules for the irregular spelling of words.

At Home Learning -

Year 5 and 6 students are expected to read for at least 20 minutes a night, five days a week. This needs to be recorded on the Year 5 homework sheets and Year 6 diaries.

Mathematics



Year 5 & 6 - Data

The students will:

- interpret frequency charts to construct a variety of data displays

Year 5 - Number

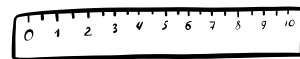
The students will:

- identify factors and multiples and explain reasoning
- solve equations involving multiplication and division using mental and written strategies.

Year 6 - Number

The students will:

- identify and describe prime and composite numbers
- use BODMAS to evaluate equations in the correct order.



Year 5 - Measurement

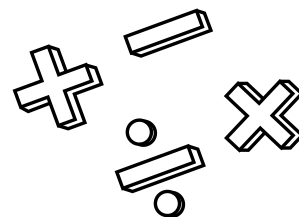
The students will:

- solve problems involving the perimeter and area of regular and irregular shapes using metric units

Year 6 - Measurement

The students will:

- measure and compare elapsed time
- interpret timetables and determine the duration of events and journeys
- investigate the formula for the area of a rectangle and use it to solve practical problems

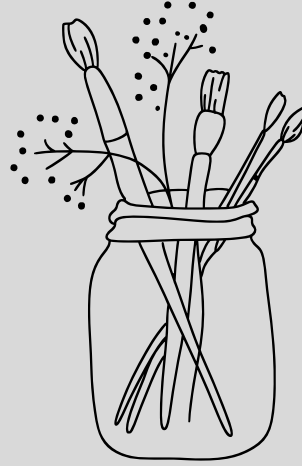


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Visual Arts Jo Butler

The students will :

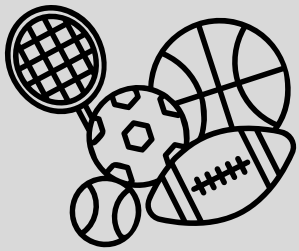
- explore the Art elements of line, shape, colour, and texture through a variety of materials and art-making processes
- make connections between art and the world around them, responding to the ideas of emotion and storytelling in art making
- research the art of Opie (Yr 5), Picasso (Yr 6) and Kusama
- apply the Learning Assets of thinking, researching, communicating and self-managing in the art learning space
- respond to art and art making, using digital tools and applications.



S.T.E.M Kim Nguyen

The students will:

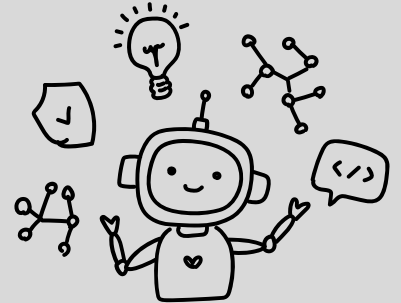
- visually plan the process of making a product, e.g using a storyboard
- generate a range of design ideas for products using prior knowledge, skills and research
- develop criteria for their own successes when creating design solutions
- choose appropriate materials, tools and techniques for a specific purpose when producing a product.



Physical Education Ian Miller

The students will:

- engage in activities and games that require increased application and execution of movement sequences
- engage in independent and collaborative play with a range of equipment and through participation in games with varying levels of complexity
- consolidate and increase their application and execution of defensive and offensive play when participating in modified sport specific games
- demonstrate a sense of fair play and sportsmanship towards their peers.



Performing Arts - Music Jennifer Marshall

The students will:

- explore the Music elements of Rhythm and Beat in a variety of music
- use digital technology to manipulate and compose rhythms
- practise technical skills and use of expressive elements of music when using percussion instruments
- play their own rhythmic compositions, demonstrating conventional notation.



Italian Matteo Maccio

The students will:

- explore why we learn a second language and the benefits that come from learning a language other than English
- learn about 'Carnevale', its symbols, the most important masks and the ways it is celebrated in the main Italian cities (Venice, Viareggio, Naples)
- research and present their knowledge about Italy, its symbols and landmarks.