

# YEAR 5 TERM 2 CURRICULUM NEWSLETTER



## Welcome to Term 2 - 2026

Dear families,

Welcome to Term 2! This term we are looking forward to an exciting term, including our Market Day for Inquiry! Should you have any questions, feel free to reach out to us via seesaw, email or drop by in person. We are available to meet with parents before school every day, or after school on Monday, Thursday, or Friday. We thank you for your support and partnership in your child's learning.

### Stay in touch

**Year 5C - Miss Claudia Mattas**  
cmattas@stbsunshinenth.catholic.edu.au

**Year 5J - Mr John Maguire**  
jmaguire@stbsunshinenth.catholic.edu.au

## Upcoming Events

### April

- 22<sup>nd</sup> - 24<sup>th</sup> - Camp CYC ADANAC
- 27<sup>th</sup> - ANZAC ceremony 10.45am

### May

- Thursday 7<sup>th</sup> SRC "Kidsview" Excursion
- Friday 8<sup>th</sup> - Mother's Day Breakfast 7.30am & Mass 9.15am

### June

- Monday 8<sup>th</sup> - PUBLIC HOLIDAY
- Thursday 18<sup>th</sup> - Year 5/6 Market Day
- 19<sup>th</sup> & 23<sup>RD</sup> - Teeth on Wheels onsite
- Thursday 25<sup>th</sup> - Learning Conversations by appointment
- Friday 26<sup>th</sup> - 9.15am Whole School Mass and  
TERM ENDS 1pm

### July

13<sup>th</sup> TERM 3 begins 8.45am

**Reminders** Interschool Sports Term 2 - students are to wear sports uniform on Fridays  
All students to provide 1 box of tissues for the classroom.

## Timetable

	5C	5L
VISUAL ARTS	THURSDAY	THURSDAY
MUSIC	NOT THIS TERM	WEDNESDAY
S.T.E.M	THURSDAY	THURSDAY
P.E	WEEKS 1-5 WEDNESDAY WEEKS 6-10 MONDAY AND WEDNESDAY	WEEK 6 ONWARDS MONDAY
ITALIAN	MONDAY	MONDAY

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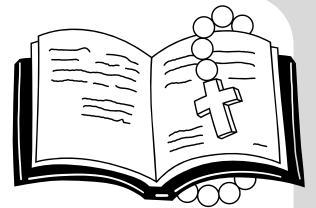
## Faith Life

**FAITH LIFE QUESTION:** Why does every person matter, and how does Jesus teach us to treat others?

### UNDERSTANDINGS

- Every person, simply because they are human, is important and valuable, as they are created in God's image and likeness.
- Through the teachings of Jesus about love, justice and inclusivity, we learn how to respect human dignity.
- We all have a responsibility to act on Jesus' teachings by showing love, justice, and compassion to others.

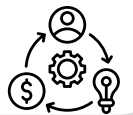
## Inquiry - Business & Economics



**COMPELLING QUESTION:** How can I create a successful business?

### UNDERSTANDINGS:

- Businesses create products and services to serve the needs and wants of the consumer.
- We need to follow the design process (brainstorm, plan, research, design, create, feedback, improve) to create a successful business, product or service.
- Successful businesses require compromise and negotiation between team members.
- Advertising plays an important role in influencing the consumer.
- Businesses must balance financial risks with potential profit or reward.



## Social and emotional learning



**SEL Question:** What are our Personal and Cultural Strengths?

### Understandings:

- Special strengths from our family or culture help us to treat others fairly and include everyone.
- We have strengths that can help us handle everyday challenges.
- We can turn our strengths into kind and helpful actions.
- There are things we can do to show respect for others.
- Our personal or cultural strengths can help us to build kind and inclusive friendships.
- Some of the words we use can hurt people's feelings or leave others out.
- There are words we can use to help someone feel better if they have been treated unfairly or heard hurtful language.

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## English

### Term 2

#### Reading and Viewing

The students will:

- read the text 'Kensuke's Kingdom' by Michael Morpurgo
- extend their vocabulary through reading the text and other supporting texts
- explore and compare characters, events, information from different historical, cultural and social contexts to build their literal and inferential comprehension
- identify the social, personal and moral messages within a text
- identify keywords and phrases to support summarising a text.



#### Writing

The students will:

- expand sentences by adding details to 'where' and 'why'
- plan, write, edit and publish a persuasive text using the correct language features, spelling, punctuation and grammar
- practise the formation and joins of lowercase letters.

#### Grammar

The students will:

- Identify abstract nouns and concrete nouns
- practise note taking skills on specific topics
- complete sentences with because, but, and so
- write complex sentences by adding an independent clause to a dependent clause
- identify and use high modality words to persuade, such as definitely, certainly, absolutely, always, never.

#### Speaking and Listening

The students will:

- respond to teacher directions by participating in daily reviews and whole class tasks
- ask and respond to questions to clarify thinking
- participate in and contribute to discussions.

#### Spelling - Spelling Mastery Program

(30min 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.

## Mathematics

### Term 2

#### Perimeter & Area

The students will:

- calculate the perimeter of shapes
- learn to calculate the perimeter of composite shapes
- learn to solve problems involving perimeter
- measure area using a template
- measure the area of regular and irregular polygons
- solve problems involving area
- investigate the relationship between area and perimeter.

#### Fractions

The students will:

- count in halves, quarters and thirds on a number line
- compare and order fractions, using drawing and models
- compare and order fractions with related denominators
- identify and represent halves, quarters, thirds, fifths and tenths of shapes and collections
- converting mixed numerals to improper fractions
- converting improper fractions to mixed numerals.

#### Learning at home

The students are expected to:

- read for at least 20 minutes a night, five days a week. This needs to be recorded on their homework sheet.
- Students complete their homework sheet that will be sent home every Friday.

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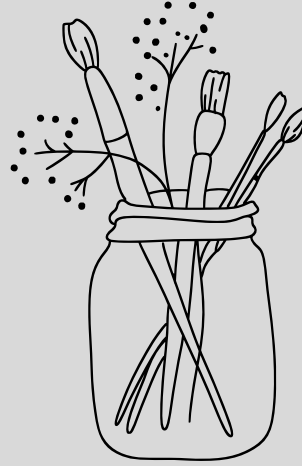
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## Visual Arts Jo Butler

The students will:

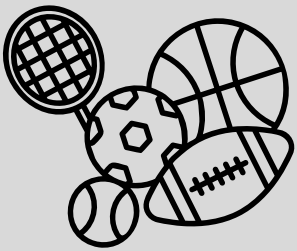
- explore the Art elements of line, shape, colour, and texture through a variety of materials and art-making processes
- create a tri fold landscape about ANZAC Day
- use armature wire to create a soft surface 3D art piece exploring organic shape and movement
- trial and implement different techniques and processes in printmaking - gelli and foam
- respond to art and art making, using digital tools and applications.



## S.T.E.M Kim Nguyen

The students will:

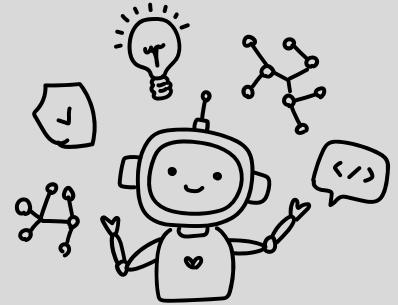
- apply the problem-solving process to explore and refine design ideas in the 'Music Lab' program
- follow an algorithm to complete a song as well as add effects to tracks by sequencing coding blocks strategically
- use patterns to simplify repeated code into loops for a sound track
- combine loops with sequencing blocks in the 'Music Lab' program to create songs.



## Physical Education Ian Miller

The students will:

- practise defensive and attacking tactics, demonstrating decision making skills when participating in competitive team sport
- execute ball handling skills, such as passing, intercepting and shooting in a range of sports, including netball and soccer
- practise batting and fielding techniques when playing games such as T Ball.



## Performing Arts - Music Jennifer Marshall

The students will:

- investigate the history and stylistic qualities of Rap Music
- analyse a Rap song using the elements of Music
- compose, rehearse and perform a Rap song.



## Italian Matteo Maccio

The students will:

- be able to ask and respond to questions that elicit personal information about themselves and others
- listen to, view, and read texts to gather information about some "Great Inventors of Italy" (e.g., Leonardo da Vinci, Guglielmo Marconi, Alessandro Volta) and present their findings in written and digital forms.