

# YEAR 5 TERM 3

## CURRICULUM NEWSLETTER

### Welcome to Term 3

Dear Families,

Welcome to Term 3 at St Bernadette's Primary School.

We looking forward to Celebrating Book Week this term and having our Book Week Parade, along with the start of our inquiry unit focusing on rockets!

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 your for your support and partnership in your child's learning.

Kind regards,  
Year 5 Team

### Stay in touch

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

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

### Upcoming Events

#### July

- Grandparent's Day Mass - Friday July 17th

#### August

- Book Week - beginning 24<sup>th</sup> August
- School Closure Day - 26<sup>th</sup> August
- Book Week Parade - 28<sup>th</sup> August

#### September

- Father's Day Mass and Breakfast - Friday 4<sup>th</sup> September
- End of Term - 18<sup>th</sup> September

Reminders: Homework goes home every Friday

### Timetable

|             | 5C                  | 5J                  |
|-------------|---------------------|---------------------|
| VISUAL ARTS | WEDNESDAY           | NOT THIS TERM       |
| MUSIC       | THURSDAY            | THURSDAY            |
| S.T.E.M     | NOT THIS TERM       | WEDNESDAY           |
| P.E         | MONDAY AND THURSDAY | THURSDAY AND FRIDAY |
| ITALIAN     | FRIDAY              | MONDAY              |



# YEAR 5 TERM 3 CURRICULUM NEWSLETTER

## Faith life

### FAITH LIFE QUESTION:

How are we called to be stewards of God's creation?



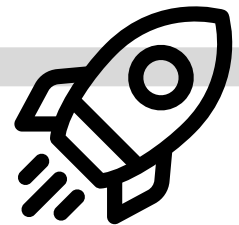
### UNDERSTANDINGS

- God created all living things.
- As Christians, it is our responsibility to care for God's creation.
- Our actions and choices should show respect and have negative and positive consequences towards all of God's creation.

## Inquiry

### WE ARE LEARNING TO...

Use the design process and create and make an optimal rocket?



### UNDERSTANDINGS

- Rockets have changed over time.
- There are four forces acting during the flight of a rocket weight/thrust and lift/drag
- Stability is important in the flight of rockets
- There is a process scientists follow to solve problems and make discoveries (questioning, planning, conducting then collecting, analysing & evaluating, making conclusions)

## Social and Emotional Learning

**Question:** How can we use positive coping strategies to help with problem solving

### UNDERSTANDINGS:

- There are a range of coping strategies to help them deal with intense emotions.
- We can use self talk to influence our actions and emotions.
- We can use a range of strategies and plans to assist in completing challenging tasks, making decisions or resolving problems.
- There are many factors that influence decision-making.
- There are different causes of conflict with others, which can affect us.
- Different strategies can be used to resolve problems.



# YEAR 5 TERM 3 CURRICULUM NEWSLETTER



Melbourne Archdiocese  
Catholic Schools



## English



### Reading and Viewing

#### The students will:

- read the text 'Storm Boy' by Colin Thiele
- 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:

- write an information report on 'The Coorong'
- take notes on 'The Coorong' by identifying key words or phrases
- plan, write, edit and publish an information report using the correct language features, spelling, punctuation and grammar
- practise the formation and joins of lowercase letters.

### Grammar

#### The students will:

- write sentence summaries and expand sentences
- identify independent and dependant clauses within a sentence
- write compound and complex sentences
  - A compound sentence joins two complete thoughts together using a connecting word like and, but, so, or or **For example** "Storm Boy rescued the baby pelicans, **and** he raised them on the beach."
  - A complex sentence joins one complete thought with one incomplete thought (a part that can't stand alone). It uses connecting words like because, although, if, when, or while. **For example** "Storm Boy spent all his time exploring the Coorong **because** he loved the wild environment."

### 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.

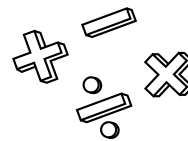
### Spelling - Spelling Mastery Program

(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



### MEASUREMENT - Angles

#### The students will:

- estimate, construct and measure angles in degrees, using appropriate tools, including a protractor, and relate these measures to angle names

### MEASUREMENT - Time

#### The students will:

- compare 12- and 24-hour time systems and solve practical problems involving the conversion between them.

### NUMBER - Fractions and Decimals

#### The students will:

- solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies
- interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one.

### Measurement

#### The students will:

- choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure.

### SPACE - Location

#### The students will:

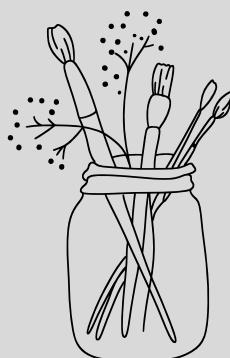
- construct a grid coordinate system that uses coordinates to locate positions within a space and use coordinates and directional language to describe position and movement.

# YEAR 5 TERM 3 CURRICULUM NEWSLETTER

## Visual Arts Jo Butler

The students in 5C will:

- explore the Art elements of line, shape, colour, and texture through a variety of materials and art-making processes
- learn about Expressionism and the role of emotion in this art movement including implications for both the artist and audience
- respond to a Book Week text through art making
- research the art of Julian Opie
- respond to art and art making, using digital tools and applications.



## Physical Education Ian Miller

The students will:

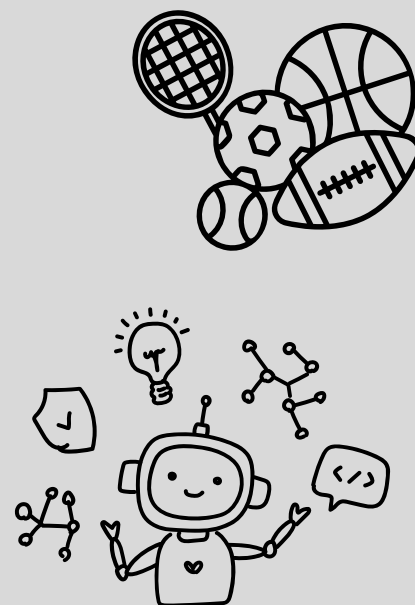
- engage in team games, demonstrating positive contributions through communication and collaboration
- consolidate and extend their application and execution of defensive and offensive tactics when participating in team games
- engage in athletics track and field events, consolidating and extending the execution of techniques specific to each event.



## Kim Nguyen STEM

The students in 5J will:

- create algorithms (instructions in a sequence) to program a computer's output
- gain practical skills for creating, testing, and transferring code to micro:bits
- explore sequences and loops and how they can be used to make animations and control programs on the micro:bit
- reflect on design solutions and evaluate whether they met pre determined success criteria.



## Performing Arts - Music Jennifer Marshall

The students will:

- explore some of the history of African Music
- investigate the origin, designs and sound
- production of the djembe
- practise, compose and play various rhythms using the djembe.
- participate in small and whole group music ensembles.
- rehearse songs for Carols night.



## Italian Matteo Maccio

The students will:

- investigate the unit "Uno stile di vita sano" (A Healthy Lifestyle) by identifying and discussing nutritious foods and healthy drink options.
- recognise and describe healthy habits and lifestyle choices that help maintain fitness and wellbeing throughout the week.
- compare and contrast their own eating habits with those of the Mediterranean diet, identifying key similarities and differences.