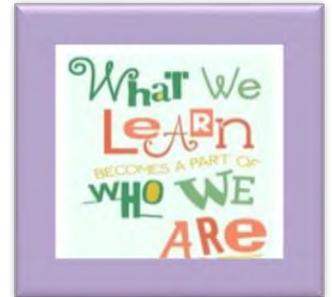


Year 5 2018

Term 3



Religion



We Are Called (Baptism)

Jesus worked like all human beings. However, he also did special work. Through the Sacrament of Baptism, Jesus calls members of God's family, the Church to continue his special work. The Rite of Baptism celebrates the meaning of the Sacrament: the life of God in the baptised person, freedom from original sin and membership in God's family, the Church. It celebrates also that now the baptised person is called to share in the special work of Jesus.

The Spirit Frees (Confirmation)

One reason Jesus came was to restore human beings in the freedom originally created in them by God. To do this, he shared with all who commit themselves to follow him the Holy Spirit. Today Jesus shares this Spirit, who strengthens responsive Christians gradually to overcome all that hampers their freedom to do good, through the Sacrament of Confirmation. Jesus helps those who follow him experience this freedom growing within them. He does so by fulfilling his promise that they would be guided and strengthened by the Holy Spirit through the Sacrament of Confirmation. Catholics celebrate the Holy Spirit by reflecting upon people in the past to discover ways the Holy Spirit can free people today.

Maths



Number and Algebra

- Find unknown quantities in number sentences involving multiplication and division and identify equivalent number sentences involving multiplication and division.
- Create simple financial plans.
- Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction

Measurement and Geometry

- Compare 12- and 24-hour time systems and convert between them
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries.
- Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original.
- Use a grid reference system to describe locations. Describe routes using landmarks and directional language.

iMaths Investigation – Radical Renovation

The children will be participating in an iMaths investigation throughout this term. The investigation will cover the following concepts:

- Multiplication.
- Using Scale.
- Perimeter of rectangles.
- Area of rectangles.
- Flip, slide and turn.
- Enlargement properties of shapes.

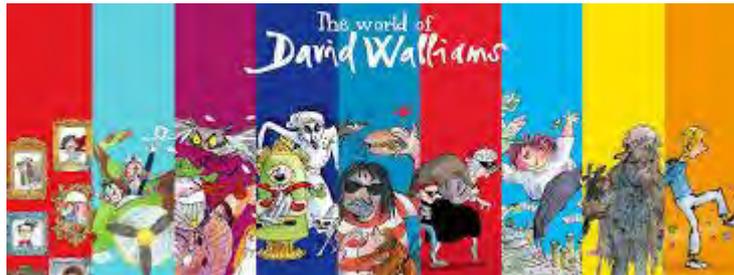
Mathematical Thinking

The four proficiency Strands: Understanding, Fluency, Problem Solving and Reasoning are embedded in this unit of work. The four proficiencies are linked by the teaching pedagogies used, while explicit problem solving strategies are also taught as separate skills.

English

Class Novel:

Selection of David Williams novels. Eg Gangsta Granny, Billionaire Boy, Midnight Gang



Writing

Creative/Imaginary/factual writing activities which include:

Planning and writing narrative, persuasive texts and reports.

Learning will be scaffolded to ensure students work towards using correct structures and elements.

Students will have the opportunity to continue to build upon the skills being taught using writing prompts and other resources to give the students a variety of writing topics.

Writing skill development will include:

- Story plans – creating ideas within a set framework. Students develop the beginning, middle and end of a story or text and utilise the appropriate story structure.
- Developing a plot – drawing on planning strategies to assist effective story creation.
- Character descriptions – using appropriate descriptive language to convey meaning.
- Genres – recognising and understanding the conventions of a particular text.
- Settings – creating a scene.
- Sequence of events.
- Use of dialogue – understanding that dialogue has rules and is composed of different elements. Recognising direct and indirect speech.
- Proof reading – using strategies to improve quality and presentation of the story.
- Editing – for punctuation, spelling, language features and structures.

Factual writing activities which include:

- Letter writing.
- Note Taking skills – skimming, scanning and key words.
- Summaries/Recounts.
- Explanations.
- Procedures.
- Reports.
- Persuasive texts.

Reading

Reading is ongoing across all learning areas.

Focus novel – This will be chosen by the students/teacher. *This text will be read as a whole class and will be used to support the Literacy program.*

Reading Groups – students will work in ability groups completing activities such as:

- Guided Reading.
- Independent Reading.
- Shared Reading.

- Modelled Reading
- Responding to the text.
- Word work – vocabulary, spelling and grammar related to group or class text.

Comprehension – Cars and Stars Program

This program facilitates the comprehension strategies: Finding main idea, recalling facts and details, understanding sequence, recognising cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying author’s purpose, interpreting figurative language and summarising.

Lit Pro – levelled home reading program.

Spelling

Included as part of the children’s words are sight words from ‘Dolch’, Dianna Rigg and the Spelling Rules textbook. The children are grouped in flexible ability groups. This spelling program also consists of a focus for the week, which comes from St Luke’s Spelling Scope and Sequence. The students spelling words are levelled. The children are given exposure to these words in their everyday reading and in their everyday work. The spelling unit consists of two parts: for the first part the children will be taught a particular set of sound blends and the words that have those sounds, silent letters or homophones and homographs. The second part consists of the students learning a spelling rule and then completing activities that utilise that rule.

Economics and Business

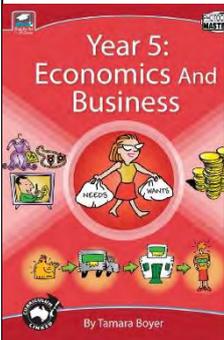
Wants, Resources and Coices

The difference between needs and wants, and how they may differ between individual Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations

Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle)

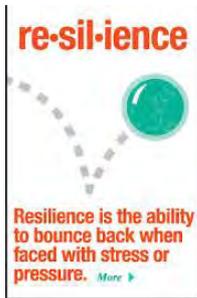
The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use

Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)



Health

- Topic 3 Risk taking and emergencies
- 3,2 a timeline of independence
- 3.5 Personal emergency



Light Shows

Science Inquiry Skills

Questioning and predicting

- With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be.

Planning and conducting

- With guidance, plan appropriate investigation methods to answer or solve problems.
- Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data.
- Use materials and equipment safely.

Processing and analysing data and information

- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate.
- Compare data with predictions and use evidence in developing explanations.

Evaluating

- Suggest improvements to the methods used to investigate a question or solve a problem.

Communicating

- Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts.

In **Term 3**, the unit ***Light Shows*** provides students the opportunity to explore the properties of light and how it enables us to see. Students' thinking about light and its role in our lives and our community will be developed using hands-on activities. Through investigations students explain how objects reflect, absorb and refract light, and how we can use light to meet our needs.

Term 3 Activities will explore:

- What they know about how light from a source forms shadows and can be absorbed, reflected and refracted.
- How light enables us to see objects.
- How light travels.
- How different materials (transparent, translucent or opaque) affect the transmission of light.
- How water refracts light.
- How light from a source forms shadows and can be absorbed, reflected and refracted, and to introduce current scientific views.
- The height of shadows.
- How light from a source forms shadows and can be absorbed, reflected and refracted.

**Technology
and
Enterprise**

Technology and Enterprise

Design Technologies (MBOTS)

MBots are an all-in-one solution for learners to enjoy the hands-on experience about programming, electronics and robotics.

Students will participate in weekly tasks to build and program the mbots.

