



## TEACHING AND LEARNING OVERVIEW

YEAR 5, TERM 1, 2018

### ST KIERAN'S PRIMARY SCHOOL

| MATHEMATICS:  | ENGLISH  | RELIGION<br>"How Do People Live Their Faith?"  |
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| <p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>• To develop student confidence when solving simple problems involving the four operations (addition, subtraction, multiplication and division)</li> <li>• Obtain a deep understanding of how place value can be used to consolidate learning in all areas of Mathematics</li> <li>• Create an understanding of decimals and fractions by comparing, ordering, adding and subtracting them.</li> </ul> <p>In Year 5, students will have the opportunity to learn in a variety of different ways within Mathematics. They will:</p> <ul style="list-style-type: none"> <li>• Use concrete materials to manipulate and challenge their understanding,</li> <li>• Practise vital skills to consolidate their learning, and</li> <li>• Think creatively to solve high impact inquiry questions that are related to real life situations.</li> </ul> <p><u>Concepts that will be taught throughout the term include:</u></p> <p><b>Place Value</b> – Reading, writing and representing 6-digit numbers in multiple ways</p> <p><b>Decimals</b> – Identifying that the place value chart can extend to numbers less than 1 and beyond.</p> <p><b>Fractions</b> – Identifying, creating, comparing, adding and subtracting fractions</p> <p><b>Mental Computation Strategies</b> – Developing effective strategies to solve addition, subtraction and multiplication.</p> | <p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>• To develop effective student reading and comprehension strategies.</li> <li>• For students to analyse and apply spelling rules correctly in their writing.</li> <li>• To develop student writing skills</li> <li>• To understand the features of a variety of text types including persuasive and narrative texts and to be able to include these features in their own writing.</li> </ul> <p>Teaching and learning programs in English balance and integrate all three strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.</p> <p>This term the students will engage with a variety of texts for enjoyment. They will listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to inform.</p> <p>They will create their own imaginative texts by using realistic and fantasy settings, characters and plots that would be enjoyable for other students to read. They will illustrate these texts to provide the audience with an opportunity to deepen their understanding of their text, while also making sure that they apply spelling rules and edit their own work.</p> | <p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>• To identify many ways in which faith is shared and strengthened in communities of believers, past and present.</li> <li>• Describe the significance of personal and communal prayer and worship (including the Eucharist, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers.</li> </ul> <p>Throughout this unit, students will develop a deep understanding of the term, 'Community' by investigating what it means to be a community of believers. Students will explore local communities and identify the similarities and differences between local schooling, parish and sporting communities. They will then take a step back in time and investigate how Jesus may have felt growing up in a Jewish community. Students will also describe Mary's journey (as Jesus' mother) - the loving, devoted and faithful traits that she displayed to God, Jesus her son and to all members of her community.</p> <p>As this unit develops, students will explore the life of Australia's first saint - Mary MacKillop and the impact that she had on her community. They will also identify the significance of the Eucharist within a Catholic Mass.</p> <p>Prayer can come in many forms. Students will have opportunities to explore various types of</p> |

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|   |   | Christian meditation, along with other traditional forms of prayer.   |
| <b>HASS</b><br><b>'Blast from the Past'</b>   | <b>SPECIALIST TEACHERS</b>  | <b>SCIENCE</b><br><b>'Mysterious Materials.'</b>  |
| <p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>To identify how individuals and groups in the past and present have contributed to the development of Australia</li> </ul> <p>Throughout Term 1, students will develop their historical skills to explore how Australian colonies were developed over time and why. They will investigate the lives of people in Australia's colonial past and explain the importance of being a democratic country that has strict laws and regulations.</p> <p style="text-align: center;"><b>HEALTH</b><br/><b>'Healthy Minds Lead to Healthy Lives'</b></p> <p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>Recognise the influence of emotions on behaviours and discuss factors that influence how people interact with one another.</li> </ul> <p>During Health this term, students will have the opportunity to explore how their emotions can be heightened or calmed depending on their individual choices. They will develop a deep understanding about how the brain plays a vital part in managing their emotions and actions by analysing the role of the amygdala, hippocampus and prefrontal cortex. They will create 3D models of brains and explore how messages are sent along the nervous system throughout the human body. Students will also be exposed to a number of different team building activities that are designed to allow students to practise skills to establish and manage relationships.</p> | <p style="text-align: center;"><b>Music: Mrs Joy Dawson</b></p> <p>In term 1, Year 5 students will be learning the following notes on the recorder D, C, B, A, G through various songs. Students will be also learning about what a dot does to a note and be able to compose using their rhythm language of "taa, ti ti, sah, two-o, tika tika, three-e-e.</p> <p style="text-align: center;"><b>Technology: Mrs Leesa Keaton</b></p> <p>Year 5 students will be learning the art of Internet Research and how to refine and improve their searching skills. They will also be starting to build their own website using WordPress.</p> <p style="text-align: center;"><b>PE: Mrs Alanna Shepherd</b></p> <p>This term in Physical Education, students will develop the fundamental movement skills of European Handball. They will practice the specialised movement skills and will apply these skills in modified and full game situations. Students will identify and apply defensive and attacking strategies to achieve successful outcomes in game situations. Students will then explore and extend their skills in the sport of orienteering. They will engage in map reading and compass activities.</p> <p style="text-align: center;"><b>Japanese (LOTE): Mrs Georgette Harrison</b></p> <p>なに を 食べたい ですか。(What do you want to eat?) Students will be talking about Japanese foods that they want to eat, what they like and what they don't like. We will</p> | <p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>To classify and observe the different properties of solids liquids and gases.</li> </ul> <p>Throughout this science unit, students will have the opportunity to work both independently and collaboratively on tasks that allow them to develop a deeper understanding of the observable properties of solids, liquids and gases. They will develop the skills necessary to become scientists including: questioning, predicting, planning, conducting, testing, observing and analysing information from a range of different experiments about states of matter. Students will define each state (solid, liquids and gases) and continually be challenged to check and redefine each term throughout the unit. Towards the end of this unit, students will develop their own scientific card game to share their knowledge about 'Mysterious Materials'.</p> |

create a menu for a Japanese restaurant using all three alphabets, ひらがな、カタカナ and 漢字 (Hiragana, katakana and kanji).