



TEACHING AND LEARNING OVERVIEW

YEAR 5, TERM 3, 2018

ST KIERAN'S PRIMARY SCHOOL

MATHEMATICS:	ENGLISH	RELIGION "How Does the Holy Spirit Impact the Lives of Believers?"
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To build student awareness of measurement • Create connections between 2D and 3D shapes • Accurately read and convert 12 and 24-hour time systems • Continue to develop strategies for multiplication <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"> • Use concrete materials to manipulate and challenge their understanding, • Practise vital skills to consolidate their learning, and • Think creatively to solve high impact inquiry questions that are related to real life situations. <p><u>Concepts that will be taught throughout the term include:</u></p> <ul style="list-style-type: none"> • 2D Shapes: Translations, reflections, rotations, lines of symmetry and scaled drawings • 3D Shapes: Nets, volume, capacity, mass • Measuring and comparing angles • Accurately reading and converting units of time (Both 12 hour and 24 hour time). • Continuing to develop student fluency with using multiplication strategies 	<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To develop effective student reading and comprehension strategies. • For students to analyse and apply spelling rules correctly in their writing. • To develop student writing skills, focusing on sentence structure, cohesion and paragraphing. <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 text called, "Wonder" which was written by RJ. Palacio. They will be asked to participate in shared, guided and independent reading tasks that are designed to focus on building literal and inferential meaning. Students will use this text to analyse how the author has written simple, compound and complex sentences, while also constructing cohesive paragraphs that keep the reader engaged.</p> <p>From deconstructing quality texts, students will then explore how to transfer this knowledge into their own writing.</p>	<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> • To learn about the Holy Spirit in the lives of believers • Engage with a variety of scriptural passages that discuss the Holy Spirit as a key figure within the Catholic faith • Develop connections between the sacrament of Confirmation and the Holy Spirit <p>Throughout this unit, students will begin to develop a deeper understanding of the Holy Spirit by exploring images and scriptural passages. They will investigate how the Holy spirit is represented in biblical stories, key features of the Holy spirit and instances where individuals may recognise the Holy Spirit in their own lives.</p> <p>As the unit progresses, students will begin to make connections between the Holy Spirit and the sacrament of Confirmation. They will research why particular symbols and actions are carried out during this sacrament, when people may receive Confirmation and the importance of it in the lives of believers today.</p> <p>During this unit, students will continue to deepen their understanding of prayerful practices and be provided with opportunities to lead the class in sacred experiences.</p>

<p style="text-align: center;">HASS 'Sensible Citizens'</p>	<p style="text-align: center;">SPECIALIST TEACHERS</p>	<p style="text-align: center;">SCIENCE 'Desert Survivors'</p>
<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> For students to become informed citizens when making resource and financial choices <p>During this unit, students will learn about making sensible choices with regards to finances and resources. They will develop an understanding of the difference between needs and wants; recognise that choices need to be made in relation to the allocation of resources and develop strategies when faced with financial situations.</p> <p style="text-align: center;">HEALTH</p> <p style="text-align: center;">'Growing into Healthy Human Beings'</p> <p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> To understand the impact that regular exercise and healthy eating can have on individuals For students to develop a solid understanding of their own personal identity and how this may change over time due to personal, emotional and cultural factors <p>Students will begin this unit by exploring the importance of combining healthy eating and exercise to develop a healthy lifestyle. They will investigate activities that build cardiovascular fitness, strength, balance and flexibility. They will then apply this knowledge to develop a sequence of activities for their peers to participate in to increase their own physical fitness.</p> <p>Towards the end of this unit, students will take some time to self-reflect and identify who they are as individuals. They will then study the personal, emotional and cultural factors that they may experience which could impact their personal identity.</p>	<p style="text-align: center;">Music: Mrs Joy Dawson</p> <p>There are three focuses in Year 5 this term. The first focus will be that the students will be composing using the appropriate rhythm patterns and notes (G, A, B, C & D) on the Music Staff. There is an extension level available. The second focus will be learning how to play chords on the Ukulele. We will be playing numerous Traditional Australian and Modern Pop songs by singing and learning to play the chords G & C. We will also be learning about the history of Music in the Baroque period (1600 to 1750). This will include the development of the orchestra, role of instruments and three famous composers.</p> <p style="text-align: center;">PE: Mrs Alaanna Shepherd</p> <p>This term in Physical Education, students will practice the fundamental movement skills of cricket. They will explore and refine the specialised object control skills of batting, bowling, catching and running between the wickets. Students will combine learnt concepts and strategies when participating in activities and game situations.</p> <p>Japanese (LOTE): Mrs Georgette Harrison 日本語 : Students learn about Japanese homes and customs, i.e. removing your shoes in the Genkan (Entrance). Students name different rooms and learn polite Japanese language required around the house. 家に入りましょう！</p>	<p><u>Learning Intentions:</u></p> <ul style="list-style-type: none"> To develop an understanding of how living things have structural features and adaptations that help them to survive in their environment. <p>In Term 3, students will investigate how particular plants and animals use their structural features to survive in the harsh conditions of the Australian desert. They will explore how plants use smaller leaves to avoid drying out; how animals create large surface areas to help cool themselves down and the many ways that animals use colour to adapt to their environment.</p> <p>Towards the end of this unit, students will be asked to research the features of particular desert animals or plants and explain how they are able to adapt to the harsh environment. They will then demonstrate their learning by making a Claymation video about their animal or plant.</p> <p style="text-align: center;">Technology: Mrs Leesa Keaton</p> <p>In Media Arts this term, Year Five students will develop skills with the media technology App iMovie and create book trailers with the Book Week books, focusing on sound, text and images to create the appropriate meaning for their chosen book.</p> <p style="text-align: center;">Dance/Drama: Mrs Caroline Lewis and Mrs Janet Thiel</p> <p>This term during our drama lessons, students will be using voice and actions to exhibit meaning while entertaining an audience. They will also be learning to use dance as a theatrical form of communication. This will culminate in a Christmas nativity at the end of term 4. Students will be taking part in auditions and then rehearsing in order to refine the performance.</p>