



## TEACHING AND LEARNING OVERVIEW

YEAR 5, TERM 4, 2018

### ST KIERAN'S PRIMARY SCHOOL

<b>MATHEMATICS:</b>	<b>ENGLISH</b>	<b>RELIGION</b> "How can Jesus' message challenge me today?"
<p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop student awareness of 12 and 24-hour time</li> <li>For students to understand how to read and interpret maps</li> <li>Create surveys, analyse data and display information in various formats</li> <li>To Identify the likelihood of events happening</li> <li>To strengthen student understanding of multiplication facts</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> <ul style="list-style-type: none"> <li>Converting 12- and 24-hour time</li> <li>Mapping: Use a grid reference system to describe locations.</li> <li>Create surveys</li> <li>Display data in different formats (tables and graphs)</li> <li>Chance and Probability</li> <li>Continuing to develop student fluency with using multiplication strategies</li> </ul>	<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 continue to develop student writing skills, focusing on sentence structure, cohesion and paragraphing.</li> <li>To deepen student awareness of grammar and punctuation.</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 explore and analyse various forms of poetry including: Limericks, Acrostic Poems, Haikus and Cinquains. They will deconstruct the structures of each of these poems before creating their own texts. Towards the end of this unit, students will present their poetry to younger individuals within the school environment.</p> <p>Throughout the term, students will also be challenged to strengthen their knowledge of spelling patterns, grammar and punctuation. Guided Reading will continue to happen regularly throughout the week, with a specific focus on comprehension.</p>	<p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>To explore Jesus' message – 'Love one another as I have loved you'</li> <li>To develop ways to become more like Jesus and share this message amongst other members of the wider community</li> </ul> <p>Throughout this unit, students will analyse scriptural texts to develop an understanding of the different ways that Jesus led his community. They will compare different methods of communication over time and discuss the importance of relationships within communities.</p> <p>Moral choices will be a focus this term as students begin to develop an awareness of personal conscience. They will review scripture passages in reference to the Decalogue and Ten Commandments before analysing Jesus' message, 'Love one another as I have loved you'.</p> <p>Religion this term will link in with HASS as we unpack a range of moral dilemmas and determine appropriate actions to make in challenging situations. Individual rights and social justice will also be concepts explored throughout the unit.</p> <p>Students will continue to develop and lead a range of meditative prayer practices within the classroom and school contexts.</p>

<p style="text-align: center;"><b>HASS</b> <b>'Living in a Democratic Society'</b></p>	<p style="text-align: center;"><b>SPECIALIST TEACHERS</b></p>	<p style="text-align: center;"><b>SCIENCE</b> <b>'Earth's Place in Space'</b></p>
<p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>To explain the significance of the Gold Rush within Australia and how it helped create a multicultural society</li> <li>To explore the concept of democracy within Australia</li> <li>To develop an understanding of voting</li> </ul> <p>In HASS this term, students will have an opportunity to research the impact that the Gold Rush had on our nation. They will investigate the importance of having basic human rights and reflect on contemporary worldwide issues. Students will also examine what it means to be a 'Democratic Nation' and begin to understand Australia's voting system.</p> <p style="text-align: center;"><b>HEALTH</b> <b>'A Multicultural Nation'</b></p> <p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>To Identify how valuing diversity can influence the wellbeing of the community</li> <li>Develop an understanding about the way that the media and important people within the community can influence an individual's attitudes, beliefs, decisions and behaviours.</li> </ul> <p>In Health this term, students will be asked to investigate the benefits of living in a multicultural country. They will explore many different cultures from around the world and focus on the traditions that have been developed within these nations. Students will explore how food choices have changed over time. They will also examine the positive/negative effects of advertising and how individuals can be influenced by significant people within the community.</p>	<p style="text-align: center;"><b>Music: Mrs Joy Dawson</b></p> <p>This term in Music, students will be using the rhythms that they have previously learnt to compose their own music. They will write GABCD on the Music Staff and perform their compositions to their peers.</p> <p>Students will be practising the chords "C and F" on the ukulele, with the intention to hopefully practice playing the "G" chord as well. Throughout the term, students will also be listening to different types of Art Music.</p> <p style="text-align: center;"><b>PE: Mrs Alaanna Shepherd</b></p> <p>This term in Physical Education, students will practise the fundamental movement skills of Basketball. Students will participate in groups and teams by encouraging others and negotiating roles and responsibilities. They will also demonstrate ethical behavior and fair play that aligns with the rules of Basketball.</p> <p style="text-align: center;"><b>Japanese (LOTE): Mrs Georgette Harrison</b></p> <p>日本語 : Students will write a Ghost story set in a Japanese house, using the language and knowledge they have accumulated. They will use all three Japanese scripts and common polite expressions such as 'Itadakimasu' (thank you for the food I am about to eat).</p>	<p><b><u>Learning Intentions:</u></b></p> <ul style="list-style-type: none"> <li>To explain how the Earth is a part of a system of planets that orbit the Sun and describe key features of the solar system.</li> </ul> <p>During Term 4, students will observe patterns in the sky to discuss how we experience new days, months, seasons and years. They will work in groups to create models that help explain their observations of the solar system. Students will explore how individuals in the Northern Hemisphere may experience different events. To finish the unit, students will create life size models of the universe to explain how far different planets are from one another and compare their size in relation to the Sun.</p> <p style="text-align: center;"><b>Technology: Mrs Leesa Keaton</b></p> <p>In Media Arts this term, students will be exploring the nativity story and creating a poster to help promote the school musical.</p> <p style="text-align: center;"><b>Dance/Drama: Mrs Caroline Lewis and Mrs Janet Thiel</b></p> <p>This term during our drama and dance lessons, students will be using voice and actions to exhibit meaning while entertaining an audience. They will also be rehearsing and refining a performance. This will culminate in a Christmas nativity at the end of Term 4.</p>