



Year 5 Term 4 Overview 2024

This overview is subject to change based on school factors and the needs and abilities of the class.

Religious Education

Religion – Baptism	<p>Students will ...</p> <ul style="list-style-type: none"> ○ consider how we can show respect for people, care for creation, listen to others and stand up for what is right. ○ discuss Pope Francis' call for everyone to make changes in order to take care of, respect and protect the planet. ○ look carefully at the Rite of Baptism and the importance of using Chrism, a sacred oil, during the Sacrament.
Religion – Advent	<p>Students will ...</p> <ul style="list-style-type: none"> ○ learn about the promise and coming of Jesus, through stories in the Bible ○ explore the idea that an Advent Calendar helps people to focus their excitement for Christmas on preparing for the coming of Jesus.

Western Australian Curriculum

Subject	Key Component
English	<p>Speaking & listening</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ be given opportunities to share their opinions with others in small group discussions. ○ be given the opportunity to gain meaning and recall specific information after listening to a variety of spoken and audio texts.
	<p>Reading & Comprehension</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ read and view a range of informational texts on our integrated curriculum topics. ○ use their comprehension strategies to expand their content knowledge and link ideas gained from informational texts. ○ take notes and show their understanding by creating information webs, flow charts, diagrams with labels and infographics.
	<p>Writing & Creating</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ be given further experience to plan and write descriptive, informative and persuasive texts.
Mathematics	<p>Number & Algebra</p> <p>ORDER OF OPERATIONS</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ find unknown quantities in number sentences involving addition, subtraction, multiplication and division. ○ identify and solve equivalent number sentences. <p>NUMBER PATTERNS</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ examine and solve problems by recognising number patterns
	<p>Measurement & Geometry</p> <p>USING UNITS OF MEASUREMENT</p>

	<p>Students will...</p> <ul style="list-style-type: none"> ○ choose appropriate units of measurement for volume, capacity and mass. ○ compare 12- and 24-hour time systems and convert between them. <p>Statistics & Probability LOCATION AND TRANSFORMATION Students will ...</p> <ul style="list-style-type: none"> ○ apply the enlargement transformation to two dimensional shapes. ○ describe translations, reflections and rotations of two-dimensional shapes. ○ identify line and rotational symmetries.
<p>Humanities & Social Sciences</p>	<p>HASS <i>History (continued from Term 3)</i> THE SWAN RIVER COLONY In this unit of work students will:</p> <ul style="list-style-type: none"> ○ know the impact of scarce water resources in WA. ○ understand the significance of CYO'Connor's ideas for infrastructural design in Swan River Colony. ○ know the events surrounding the construction of the Goldfields Pipeline and their significance. ○ understand the importance country/place of Aboriginal and Torres Strait Islander People. ○ know the main events that affected the lives of Nyoongar People. ○ know the stories of significant Nyoongar People in the 1890s.
<p>Digital Technologies</p>	<p>Students will...</p> <ul style="list-style-type: none"> ○ assist in processing and working with the information and ideas gathered about the topic, challenge and extend using digital technologies. ○ demonstrate their ability to use digital technology to code robots. ○ Use digital technology to collect, store and clearly present different types of data for a specific purpose.
<p>Health</p>	<p>Students will learn...</p> <ul style="list-style-type: none"> ○ Skills and strategies to establish and manage relationships over time, such as: exploring why relationships change, assessing the impact of changing relationships on health and wellbeing, building new friendships, dealing with bullying and harassment. ○ Ways in which inappropriate emotional responses impact on relationships, such as: loss of trust, fear, loss of respect. <p><u>Highway Heroes</u> Module 1: Beating bullying and taming teasing. Protective Behaviours: Focus Area 4: Protective strategies Topic 1: Strategies for keeping safe</p>
<p>Art</p>	<p>In Visual Arts this term the students will:</p> <ul style="list-style-type: none"> ○ explore artwork from various artists and identify and describe using visual arts elements. ○ share their personal responses and feelings about artwork they view and make. ○ develop their artistic skills through experimentation with shape (convex and concave) and texture (textures created with a variety of tools; materials and techniques; patterning) <p>Through the Art Elements of Shape and Texture students will;</p> <ul style="list-style-type: none"> ○ recognise shapes that include 3D: hexagons, octagons, pentagons. ○ recognise shapes can be repeated to explore pattern, contrast, movement and emphasis. ○ identify 3D shapes: spheres, cubes and cones, cylinders and pyramids. The shapes can be solid, linear, open or closed. The shapes can be distorted or exaggerated for special affects. ○ understand backgrounds can be developed using different textures meeting such as; sky and water; grass and bricks. ○ explore scales, spines, fur, hair as implied texture.
<p>Physical Educaiton</p>	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control:</p>

<p>Moving our Body</p>	<ul style="list-style-type: none"> ○ Underarm/overarm throw ○ Forehand strike ○ catch <p>Locomotor skills:</p> <ul style="list-style-type: none"> ○ Sprinting ○ Jumping ○ Hopping <p>Maintaining a balanced position when performing a skills e.g. striking</p>
<p>Learning Through Movement</p>	<p>Interpersonal skills:</p> <ul style="list-style-type: none"> ○ Encouraging others ○ Dealing with conflicts and disagreements <p>Responsibilities of different roles: 1 – 3 bases; backstop and outfielder.</p>
<p>Science</p>	<p>This term in Biological Science, the Year 5 students will be generating inquiry questions about adaptations of living things to desert environments. They will discuss and formulate plans of action to answer these questions, including literature reviews and conducting scientific investigations.</p>
<p>Italian</p>	<ul style="list-style-type: none"> ○ Activities related to the topic of the year: My home and my neighbourhood ○ Use of some regular and irregular Italian verbs related to the topic ○ Use of both regular and irregular plural nouns, articles, numbers, adjectives and some simple preposition ○ Expressing negation ○ About Grandparents Day (Festa dei Nonni) and Christmas (Natale)
<p>Music</p>	<p>Students focus on listening and responding to music. They learn to recognize the structure of contemporary pop songs and the features of each section of a pop song.</p> <p>Students continue to develop music literacy skills through body percussion activities.</p> <p>Students will:</p> <ul style="list-style-type: none"> ○ Discover specific elements of music are used to create mood and meaning in the music they listen to and make. ○ Identify and describe some stylistic and musical characteristics, using some appropriate music terminology. ○ Students improvise, select, and organise some elements of music to represent a music idea.