



## **Year 5-6 Overview Term Two 2019**

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### **Literacy**

#### **Reading and Viewing**

This term students will listen to, read and interpret a range of imaginative, informative and persuasive texts. Through activities in response to texts read, they will discuss how events, characters and settings are depicted and they will respond to this information in a number of ways. When reading, students will decode less familiar words and use a variety of strategies to interpret meaning in increasingly complex texts.

#### **Writing**

Throughout this term, students will be focussing on Narrative and Information Reports for different purposes and audiences. They will use increasingly difficult vocabulary, including nouns and adjectives, to enhance their written pieces and to edit their work for structure, spelling, grammar, punctuation and meaning. They will provide constructive feedback on the work of their peers using Google Docs and a common set of criteria to edit each other's work.

#### **Spelling**

Students will participate in the whole school SMART spelling program. They will be explicitly taught spelling patterns. They will be guided to choose from a range of words (simple to complex). Personal words are also a focus in SMART spelling.

#### **Speaking and Listening**

Students will listen to discussions, clarify content and challenge others' ideas. They will make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

### **Numeracy**

#### **Number and Algebra**

This term Year 5/6 will be looking at fractions, decimals and percentages. Students will compare fractions to find equivalent fractions, order fractions, decimals and percentages on number lines and use their knowledge to solve problems. Students will use their knowledge of the four operations to add and subtract fractions with the same and common denominators.

#### **Measurement and Geometry**

This term Year 5/6 will be looking at angles, naming the different types of angles and using a protractor to measure them.

#### **Data and Statistics**

This term in Year 5/6 students will create questions to collect data, analyse data and represent it in graphs and charts. They will make observations about what the data tells them.

### **Religion**

This term Year 5/6 will begin by revising the qualities of Spirit-filled people and many of the Year 6 students will make their Confirmation. Following on from this, students will explore what it means to be a steward of Creation as they further explore the gift of Wonder and Awe in connection to our world and the environments under study in integrated studies this term. They will explore how they can actively use their gifts and talents in the service of the Lord and how to enact the responsibilities of the call to care for Creation.

### **Personal Capabilities**

This term the Year 5/6 will be participating in Yoga and mindfulness to develop their personal control over their responses to stress. They will participate in circle time looking at emotional intelligence and developing stamina when dealing with social and emotional situations.

### ***Integrated***

This term is all about learning more about the environments that make up our world in Year 5/6. Students will explore how we live in an ever-changing global environment with interdependence between the various systems and habitats in our world. They will investigate their impact on our environment and these habitats and look further at how plant and animal species across the globe may be threatened or endangered by the impacts of humans. Students will get the opportunity to question, research, analyse, synthesise, evaluate and report on their findings.

### ***Digital Technology***

This term Year 5/6 will be constructing a personal Google site (website building platform from Google). They will learn basics to creating a site, sharing and collaborating on sites and publishing work to the web. Students will cover Cyber Safety programs to keep themselves safe online. They will use technology e.g. iPads, Chromebooks, emails etc in an appropriate manner.

### ***Physical Education***

This term in Physical Education Grade 5/6 students will be participating in the Jump Rope for Heart program. Each week during PE lessons, they will learn new skipping skills and tricks while enjoying the benefits of being active. They will perform movement sequences which link fundamental movement skills and participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. They will improve their skills over the course of the Term leading into a whole school 'jump off day' which will be held in the last week of Term. The idea of the program is to get the children active and promote the importance of physical activity towards our health. Students will have access to the ropes to practice their skipping skills during playtime and occasionally before school.

### ***Performing Arts***

This term in Performing Arts students will create their own musical piece using simple musical notation and their own rhythm pattern. They will create and perform a music piece as a group. At the end of each session, students will provide constructive feedback to their peers. Students will also have the opportunity to develop their confidence in performing by participating in an Open Stage Day.

### ***Art***

Students will be continuing with their string Art for the first part of this term. So far students have planned and measured out their picture and nailed around it. In the coming weeks they will complete it by winding string around it. Following this, they will be learning about perspective and creating Art that will be exhibited in the Arts Spectacular at the end of the year. It is essential that students come to Art with a smock.

### ***Italian***

Salve! Welcome, Signor John (John Cruikshank) as the new Italian teacher at St Mary's School.

This term, the students in Grades 5 and 6 will be introduced to Italian words pertaining to items of clothing. We will also begin to look at Italian adjectives and how to use these in the context of a sentence.