GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT CARING LEARNING SUCCESS

CALLAGHAN EDUCATION PATHWAYS

2022 Year 5 Learning Journey Term 3

Important Days and Information

Sports Day: Friday **PE Day:** Monday Please ensure your child wears their sports uniform.	**BYOD:** Everyday Additional information can be found on 'The Glendore Grove' Smore page: The Glendore Groove | Smore Newsletters for Education

4/8/22: Education week – 9am Open Classroom – Parents & Caregivers Welcome
17/8/22: Grandparents Day & Book Week Parade - Parents & Caregivers Welcome
18/8/22: Author Talk by Belinda Murrell – Cost covered by school
22/8/22: 3-6 Assembly at 11:30am - Parents & Caregivers Welcome
31/8/22: Desserts with Dad – Parents & Caregivers Welcome ($5 to $10)
7/9/22 & 8/9/22: **School Photos**
19/9/22: 3-6 Assembly at 11:30am - Parents & Caregivers Welcome
22/9/22: K-6 Incursion: Science Show ($10)
**Please note: Changes to dates and costs may occur.*

English

Reading & Viewing:
Students will engage in daily Explicit Instruction lessons and reading groups. Activities focus on the development and consolidation of a range of literacy strategies including spelling, fluency, comprehension and writing skills. Our reading focus will be on vocabulary and comprehension strategies including making connections, predicting, questioning, monitoring, visualising and summarising.

Our Chapter Study this term is "Once". This unit allows students to explore the concepts of displacement, kindness, hope/disappointment, courage, loss, oppression, resistance and separation through the text "Once" by Morris Gleitzman. Students will explore a variety of techniques used by the author to engage and move the audience. They will look at a range of different viewpoint of characters, actions and opinions.

Writing & Representing:
Students will participate in guided, modelled and independent writing tasks based on a range of text types. Students will focus on the Informative text type in Writing lessons.

Speaking & Listening:
Students will participate in a range of class-based Speaking & Listening activities focusing on a range of topics. Your 'at home' task is to research a tradition or celebration of an Asian country and share your information with your class.
Your speech should include:
-Information on the country the celebration or tradition takes place
-The significance of the tradition or celebration
-How it is celebrated and the duration of the celebration
Students are ***encouraged*** to complete the 'at home' task. Separate information has been sent.

Mathematics

Students will explore the following mathematical concepts though whole class, group and independent tasks throughout this term:

Whole Number
-determine all 'factors' of a given whole number
-determine the 'highest common factor' (HCF) of two whole numbers
-determine 'multiples' of a given whole number
-determine the 'lowest common multiple' (LCM) of two whole numbers

Two-Dimensional Space
-use the terms 'translate', 'reflect' and 'rotate' to describe the movement of two- dimensional shapes
-describe the effect when a two- dimensional shape is translated, reflected or rotated
-identify and quantify the total number of lines (axes) of symmetry (if any exist) of two- dimensional shapes, including the special quadrilaterals and

triangles
-identify shapes that have rotational symmetry and determine the 'order' of rotational symmetry

Angles
-identify that a right angle is 90°, a straight angle is 180° and an angle of revolution is 360°
-identify and describe angle size in degrees for each of the classifications acute, obtuse and reflex
-compare the sizes of two or more angles in degrees
-estimate angles in degrees and check by measuring

Addition and Subtraction
-round numbers appropriately when obtaining estimates to numerical calculations
-use estimation to check the reasonableness of answers to addition and subtraction calculations

Three-Dimensional Space
-visualise and sketch three-dimensional objects from different views, including top, front and side views
-examine a diagram to determine whether it is or is not the net of a closed three- dimensional object
-visualise and sketch nets for given three- dimensional objects
-visualise and name prisms and pyramids, given diagrams of their nets
-show simple perspective in drawings by showing depth

Multiplication and Division
-use mental and written strategies to divide a number with three or more digits by a one- digit divisor where there is no remainder, including:
+dividing the hundreds, then the tens, and then the ones
+using the formal algorithm

-use mental and written strategies to divide a number with three or more digits by a one- digit divisor where there is a remainder, including:
+dividing the tens and then the ones
+using the formal algorithm
+show the connection between division and multiplication, including where there is a remainder
+use digital technologies to divide whole numbers by one- and two-digit divisors
+apply appropriate mental and written strategies, and digital technologies, to solve division word problems

Area

-establish the relationship between the lengths, widths and areas of rectangles
-record, using words, the method for finding the area of any rectangle
-calculate areas of rectangles (including squares) in square centimetres and square metres
-record calculations used to find the areas of rectangles
-apply measurement skills to solve problems involving the areas of rectangles (including squares) in everyday situations
-measure the dimensions of a large rectangular piece of land in metres and calculate its area in hectares

Fractions, Decimals and Percentages
-express thousandths as decimals
-interpret decimal notation for thousandths
-state the place value of digits in decimal numbers of up to three decimal places

Length
-use the term 'dimensions' to describe the 'lengths' and 'widths' of rectangles
-measure and calculate the perimeter of a large rectangular section of the school
-calculate perimeters of common two- dimensional shapes, including squares, rectangles, triangles and regular polygons with more than four sides
-record calculations used to find the perimeters of two- dimensional shapes

Patterns and Algebra
-complete number sentences that involve more than one operation by calculating missing numbers
-identify and use inverse operations to assist with the solution of number sentences

Chance
-establish that the sum of the probabilities of the outcomes of any chance experiment is equal to 1
-order commonly used chance words on an interval from zero ('impossible') to one ('certain')
-represent probabilities of outcomes of chance experiments using fractions

Fantastic resources to support students and families can be found in link here. Everyday maths (nsw.gov.au)

Science and Technology

Physical World – 'Exploring Forces'

This Physical Science Unit for Years 5 and 6 introduces students to a variety of contact and non-contact forces. Applied force, gravity, air resistance, buoyancy, tension and elastic force are explored in detail through many practical investigations, mostly in the context of space travel and 'rocket science'. Students learn that forces can be described as a push or a pull and represented by an arrow. They understand that the force of gravity varies from planet to planet. They construct and launch a model rocket and explore situations where air resistance is helpful and unhelpful. They employ the scientific method to perform an experiment on how the force of air resistance can be increased or decreased, learn about buoyancy by practical investigation and construct catapults to study tension and elastic force.

Key Inquiry Questions:

- *How can we make a force stronger or weaker?*

Geography

'A Diverse and Connected World'

Students explore countries of the Asian region, and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, difference and the importance of intercultural understanding.

Creative and Performing Arts

CAPA is a multi-disciplinary Key Learning Area (KLA) consisting of four interdependent subject areas: Dance, Drama, Music and Visual Arts.

In music this term, students will **e**xplore and identify different percussion instruments and reflect on the role of a percussionist as a solo performance and as part of an ensemble. They will describe electronic compositions, experiment with music software, and create an electronic music composition. Students will develop an understanding of musical concepts such as beat, rhythm, meter and percussion to create a musical piece of their own composition.

Personal Development Health and Physical Education

PDHPE is a multi-disciplinary Key Learning Area (KLA) consisting of 3 interdependent subject areas:

Physical Education - Fundamental Movement Skills

Students will explicitly be taught fundamental movement skills and apply these skills to a range of movement sequences and games. This term, students will focus on the fundamental movement skills Static Balance, Vertical Jump, Side Gallop, Catch and Kick. They form the building blocks which underpin the learning of more complicated sport and movement skills common to the community. Students participate in Physical Education by learning how to perform these movements then apply these skills in a range of modified games. Students learn to communicate effectively during team games, as well as develop a sense of fair play, sportsmanship and teamwork.

Physical Education – Sport

In Sport, students will engage in three activities over the term: Cricket, Netball and Volleyball. Each sport will run for three weeks, giving the chance to focus on fundamental and sport specific skills and practicing with modified games. Students will then get the chance to compete in structured games allowing application of the skills learned. Students will work collaboratively with their peers and learn to demonstrate good sportsmanship.

Personal Development and Health – Child Protection

'How can I ensure my wellbeing as I grow and change?'

In this unit, students will be involved in a variety of discussions and activities that aim to improve their awareness of child protection. Students will develop their skills, knowledge and understanding in being able to keep themselves safe and recognise, react and report when they are unsafe.

Happier Schools – Choice Theory

Students will engage in the 'Happier Schools Project' focusing on the development of their interpersonal skills including Accepting, Negotiating, Listening, Encouraging and Respecting**.**

Bring Your Own Device (BYOD)

BYOD will commence in Week 1. Students with new devices, or who have not brought their device to school before, should speak to their class teacher as a parent consent and a student contract is required to be completed prior to commencing BYOD usage at Glendore. These notes will be sent out through SchoolBytes. The BYOD program will operate every day of the week.

Additional Information can be found on "The Glendore Groove" The Glendore Groove | Smore Newsletters for Education

Assessment

When planning and programming, teachers consider the four questions that comprise the teaching and learning cycle:

- Where are my students now?
- What do I want my students to learn?
- How will my students get there?
- How do I know when my students get there?

To achieve this, Teachers use the five elements of effective assessment: setting learning intentions, success criteria, explicit descriptive feedback, peer and self-assessment and goal setting. Teachers will use a range of assessment tools, techniques and strategies to assess student understanding, skills and knowledge across all learning areas. Assessment strategies include Formative assessment, Summative assessment, PAT-Reading, PAT-Maths, use of observational checklists, anecdotal records and analysis of work samples.

Homework

Homework will be sent home Mondays and returned to school on Fridays.
Spelling Homework will commence Week 1.
Maths Homework will commence Week 1.

Tasks include:

- *Spelling booklet*
- *Reading Eggspress*
- *Maths booklet*
- *Mathletics*
- *Premier's Reading Challenge*

Yours in Education,

Mrs Cara Budd
Assistant Principal Stage Three (Year 5 and Year 6)

5A Ms Natasha Armstrong

5B Miss Jessica Coverdale

5M Miss Georgie Meaton

RFF and COVID ILSP Teacher Mrs Nicole Maher

RFF and COVID ILSP Teacher Miss Jessie Scanlon