



St Paul's School Learning Outline Year 5, Term 1, 2018

Subject	Summary of content	How you can help your child
<p>English</p> <p>Assessment</p> <ul style="list-style-type: none"> ✓ Spelling tests weekly ✓ DRA – (reading) – week 3/4 ✓ Narrative writing task wk 5/6 ✓ Reading / Comprehension test wk 8/9 ✓ Literacy Pro test ✓ Language Elements test wk 9 	<p>Language</p> <ul style="list-style-type: none"> • Sentence endings (. ! ?) • Editing • Punctuation: commas, apostrophes (contractions/possessive), speech marks • Prefixes and suffixes • Parts of speech (nouns, adjectives, verbs, adverbs) • Tense • Spelling – Sound Waves (Units 1-9) <p>Literature</p> <ul style="list-style-type: none"> • Literature Circles • Shared Texts • In class silent reading • Home Reading (Literacy Pro) <p>Literacy</p> <ul style="list-style-type: none"> • Handwriting • Comprehension • Genre writing: Narrative Writing & Persuasive Writing • Editing • Publishing <p>NAPLAN Practice to familiarise students with the format of testing, types of questions and how to answer them. You can help your child with this by reassuring them that while we always try our best, tests are not something to be anxious about. Try to reduce the stigma and tension that students can have regarding tests.</p>	<ul style="list-style-type: none"> • Encourage your child to read for at least 30min five nights a week. Use the Literacy Pro program to guide the level of text your child should be reading. NOTE: books can be found easily in the school library, if your child is having difficulty finding a book they should see the librarian or their classroom teacher • Talk to your child about the book/s they are reading; what is happening, who are the characters, what do they like/dislike about this book. • Read examples of narratives and persuasive writing. • Discuss the purpose and structure of narrative writing and persuasive writing with your child. • When needed assist your child to complete SoundWaves. • SoundWaves Online – code: look430 • Discuss the weekly spelling rule with your child • Encourage your child to learn their spelling words & rule • Be aware of when speaking task is due and check with your child to ensure they are on task • Connect with your child's Seesaw page to support the work they show you when they upload. Remember to only ever post comments that are encouraging.
<p>Maths</p> <p>Assessment:</p> <ul style="list-style-type: none"> ✓ Weekly concept review tests. These will be collated into a student maths folio. ✓ End of term problem solving test. ✓ Number facts/times tables 	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Working with 6 digit numbers in context • Locating 6 digit numbers on a number line • Comparing and ordering 6 digit numbers • Partitioning and Regrouping 6 digit numbers • Working with Place Value-whole numbers and decimals • Investigating patterns –addition, subtraction, multiplication, division. • Adding and subtracting 6 digit numbers with and without regrouping • Multiplication Times Tables & division • Number Facts • Mental computation • Solving word problems • Decimals Colour name and order <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Exploring perimeter and area <p>Application of skills developed during the term in Maths Investigations.</p> <p>NAPLAN Practice</p>	<ul style="list-style-type: none"> • Encourage your child to go onto Mathletics at least three times/week, they should be doing assigned curriculum tasks and playing Live Levels 2,3, 4 and 5. Students should be aiming for the following scores (or higher) in each level in LIVE: <ul style="list-style-type: none"> ○ Level 1 – 50 or higher ○ Level 2 – 40 or higher ○ Level 3 – 30 or higher ○ Level 4 – 25 or higher ○ Level 5 – 20 or higher ○ (extension – Level 6). ○ PLEASE – no higher than Level 6 as these are NOT Primary content. • When needed assist your child to complete their Maths Mate homework • Encourage your child to practice their number facts. ALL addition, subtraction, multiplication AND division facts SHOULD be automatic (ie with no longer than a 2 second pause). • Ask your child to help with cooking/shopping – these develop an awareness of comparative mass and volume, as well as money. These concepts are difficult to grasp without being hands on. • Talk to your child about what they are doing in class



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<p>Science</p> <p>Assessment</p> <ul style="list-style-type: none"> ✓ Science knowledge and understanding test: end of term ✓ Science Inquiry Skills (assessed by student workbook completion and experiment write ups) ✓ Scientific Investigation task: Mineral Box. 	<p>'What's The Matter' - States of Matter</p> <p>Key Questions:</p> <p>Science Knowledge & Understanding</p> <p>Chemical Science</p> <ul style="list-style-type: none"> • What are the observable properties of Solids, Liquids and Gases? • How do Solids, Liquids and Gases behave in different ways? <p>Science as a Human Endeavour</p> <ul style="list-style-type: none"> • How are predictions tested by gathering data and using evidence to develop explanations of events and phenomena? • Why is it important for scientists and other people to investigate the states of matter? • Why is it important for scientists to have evidence to support their scientific claims? <p>Scientific Inquiry Skills</p> <ul style="list-style-type: none"> • How are questions for scientific investigations formulated? • What are variables? • How do we effectively represent our investigation results? • How do we communicate scientific ideas? 	<ul style="list-style-type: none"> • Ask your child about the scientific investigations they have conducted in class; What did they do? Were their predictions correct? What results did they get? • Talk to your child about their developing understanding of the states of matter • Be aware of when the test is and encourage study • Students can revise their knowledge by completing a states of matter quizzes at http://www.neok12.com/quiz/STSMAT01 http://www.catie.org.uk/testing_time_index.html http://www.bbc.co.uk/bitesize/ks2/science/materials/ (changing states and solids, liquids and gases) • Discuss your child's 'Mystery Mineral Box' with them. Provide opportunities for alternate modes of response.
<p>History</p> <p>Assessment</p> <ul style="list-style-type: none"> ✓ Info graph (links with ICT). Timeline with images and information ✓ Swan River / Port Arthur Venn Diagram (marked on rubric at end of term) 	<p>Topics:</p> <ul style="list-style-type: none"> ✓ Colonial Australia in the 1800's – NSW, Swan River and Port Arthur settlements ✓ Opening up the continent ✓ Exploration and communication <p>Key Questions</p> <p>Knowledge & Understanding</p> <ul style="list-style-type: none"> • First Fleet; Who? Why? When? How? • Why was the NSW Colony Established? • What was daily life like for people living in the NSW Colony? • Why was the Swan River Colony Established? • What was daily life like for people living in the Swan River Colony? • Why was the Port Arthur Colony Established? • What was daily life like for people living in the Port Arthur Colony? • What are the similarities and differences between life in a free settlement and life in a convict settlement? (NSW & Port Arthur compared with Swan River) • How did the colonies expand to create 'Australia'? • What was the price of change? (positives/negatives of decisions) • Who were the key explorers? Why? • How did communication systems develop to meet the needs of the new colonies? <p>Historical Skills</p> <ul style="list-style-type: none"> • Identify questions to inform research • Locate a range of relevant sources • Compare information from a range of sources • Sequence historical people and events • Use historical terms and concepts <p>Excursion to Samford Historical Village – 22nd February. (Dress up in period costume)</p>	<ul style="list-style-type: none"> • With your child discuss the settlements/colonies they have been studying in class - ask them to explain where they are, why they were established, what life was like for people living there e.g. food, housing, clothing, work/chores, leisure & children's lives. • Ask your child about the similarities and differences between the three colony studied in class • Discuss various explorers and pioneers of Australia in the 1800s. • Be aware of when assessment is and check with your child to see if they are on task



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<p>RAVE</p> <p>Formative Assessment: Glossary and in class work</p> <p>Summative Assessment: Activities completed in class</p>	<p><i>The students will discover who Jesus is through the Gospel of Luke. The students will continually be seeking to answer the question, Who Is Jesus? They will begin with Jesus' birth and boyhood, students will focus on specific events in Jesus' life which show God's power. Jesus has demonstrated that he has power over nature, power to forgive and heal and power over death. Students will discover that Jesus is the powerful son of God and the fulfilment of God's promises in the Old Testament, coming to Earth to die for our sins so we can be forgiven.</i></p>	<ul style="list-style-type: none"> Explore and enjoy nature together. Take moments to appreciate its beauty and discuss what you enjoy about nature. Talk about stewardship of the earth.
<p>ICT</p> <ul style="list-style-type: none"> ✓ Publisher documents ✓ Computer cover ✓ Timeline ✓ Inspiration: ✓ Concept maps 	<p>Processes and systems:</p> <ul style="list-style-type: none"> Operating in the school network – saving, backing up Appropriate use of a computer Selective research skills and shaping digital texts for a purpose How to upload work to Seesaw Cyber Safety <p>Design and creating:</p> <ul style="list-style-type: none"> Adding complexity of use to existing skills in software including Word, PowerPoint and Publisher. Use of making concept maps and timelines using programs such as Inspiration or Infograph. 	<p><u>PLEASE MAKE SURE YOUR CHILD HAS A USB</u></p> <ul style="list-style-type: none"> If your child would prefer to use a mouse instead of a trackpad, a wired mouse is better than a wireless mouse as some of the frequencies have become mixed up between student's mice if they are the same brand. Connect to your child's Seesaw page to encourage and support their work across subjects. Discuss with your child what they have learnt in ICT and ask them to show you the different software they are learning. Encourage your child to improve their speed and accuracy in typing. This will enable them to more quickly input the information they need to include and be able to enjoy using the 'cool' tools that they love! BE AWARE. Please regularly check your child's internet use – including iPad/phone. Discuss cyber safe behaviours.
<p>MUSIC</p>	<p>In Grade 5 Music, students will be focussing on Music from Australia. In Term 1 they will be learning Australian Folk Songs then moving to contemporary Australian Music in Term 2.</p> <p>This will include some ukulele playing and opportunities to play their own preferred instrument.</p> <p>Throughout the rest of the semester, they will be consolidating and furthering their knowledge of singing and playing instruments (such as ukulele, xylophone, djembe) while studying other Australian songs such as "Working Class Man" by Jimmy Barnes and other Australian songs of their own choice.</p> <p>Students will also be continuing to practice treble clef notation and aural skills.</p>	<p>With your child, talk about or sing the Folk Songs that you remember as a child.</p> <p>Find some Australian musicians you and your child enjoy listening to and talk about their music together.</p> <p>Make music a natural part of everyday life – listening to the radio together, singing songs, dancing to your favourite songs. Ask your child what music they have learnt about and encourage them to practice at home.</p>
<p>DTE</p> <p>Product completion – end Semester 1, 2016</p>	<ul style="list-style-type: none"> In DTE students will be creating a sign using Perspex and galvanised metal. Students will work with Corel Draw to create an image file suitable to send to the laser cutter. The image will incorporate engraving as well as cutting and will be cut to a piece of Perspex. Students will work with galvanised metal to create a frame for their Perspex and then use standard tools such as a drill, screwdriver and screws to construct the final piece. 	<ul style="list-style-type: none"> Carefully read the associated task sheets and develop an understanding of the task requirements. Seek further assistance if required. Set achievable goals to ensure the Folio is completed in time. Use the headings/sections of the Folio as goals and determine a realistic time frame to have the section completed. Learning Strategies to support the components of the product design process – as detailed in the Folio handout. Refine the process of documenting ideas through sketching and rendering by practicing basic techniques in these two areas. Gather your own research of different types of Signs in the development of your design.



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<p>ART</p>	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Contour drawing • Wire drawing • Colour Theory tasks • Monochromatic Self-portrait painting <p>Formative assessment: On-going observations and discussions, explorations of art media and techniques informed by kind, specific and helpful feedback</p> <p>Summative assessment: Monochromatic Self-Portrait</p>	<p>Please encourage your child to tell you about the work that they are engaged in, their Visual Culture lesson takes place on Wednesday each week each week. Also please ensure your child has a named art smock, you may even wish to shorten the sleeves on these as they can be very hot.</p> <p>In Visual Culture this term the Year 5 students will explore self-portraiture. They will undertake a series of activities designed to develop their observational drawing and painting skills. Contour drawing (focussing on the subject and not the paper) will be the first of these. They will also learn about colour theory, exploring how colours work using acrylic media. These activities will build toward the students creating a monochromatic self-portrait, applying their knowledge of colour theory to their design.</p>
<p>HPE</p>	<p><u>Gymnastics & Free Running</u></p> <p>The primary focus of this unit is to develop in students, the basic fundamentals that underpin all gymnastic performances, students will also develop strength, flexibility, coordination, competence and confidence. Students will learn to appreciate and evaluate the gymnastics performances of others, and will regularly evaluate their own performances, identifying individual strengths and weaknesses. They will learn to maximise their strengths and minimise their weaknesses. They will challenge themselves to engage in activities of varying levels of risk and learn to manage that risk in a safe environment. Ultimately, students will develop controlled, coordinated and aesthetic movement skills specific to gymnastics that support improved physical performance and participation in physical activities.</p> <p><u>Orienteering</u></p> <p>The orienteering unit aims to develop improvements in physical fitness of students as well as develop basic orienteering-specific skills. Exposure to an activity such as orienteering may help foster an interest in challenge and adventure activities, and lifelong physical activities. The unit allows scope for teamwork, partner work and individual challenge, and allows student to revisit the Cross Country course before the school carnival.</p>	<ul style="list-style-type: none"> • Encourage your child to play outside for 30 minutes a day. This will help them to discover the importance of being active and be creative in their play. • Encourage your child to show you what they have learnt in PE. Demonstrations in the backyard or in the lounge room encourage the students to become more confident and reinforce what they have learnt. • Promote a healthy and an active lifestyle. • Try to encourage your child to be active each day through example.
<p>JAPANESE</p>	<p>Family (in depth)</p> <p>By exploring the concept of family more deeply, students will consider and examine their own ideas and definitions of family. We will also investigate the Japanese concept of family, which may differ from their own. Through this, we will explore how this concept reflects both Japanese and our own values and relationships and affects our identity. Students will use language to describe themselves and family members, and interact with classmates and the teacher. Students will be assessed formatively at check-in periods throughout the term and through summative assessment. Assessment is ongoing and is in the form of observations, checklists, one-on-one interviews with the teacher, role-plays and quizzes.</p>	<p>Log your child onto : NEW ST PAUL'S JAPANESE WEBSITE http://spsjapanese.wix.com/sps-japanese You can find you child's Year Level under "Year Levels" tab. Watch some videos and try some of the links to games and activities and have fun!!!!!! Have your child log on to the website at least twice per week:</p> <p>NEW STUDENTS : Try the "HIRAGANA PART 1"PAGE or "SPEAKING PART 1" PAGE At: http://spsjapanese.wix.com/sps-japanese</p>