



St Paul's School Learning Outline

Year 5 Term 4 2018

Subject	Summary of content	How you can help your child
<p>English</p> <p><u>Assessment</u></p> <p>-Spelling tests weekly</p> <p>- Writing a factual recount of the 2011 Brisbane Floods.</p> <p>-Reading & Comprehension test in Week 4</p> <p>-Language Elements Test in Week 4</p> <p>-Oral Presentations in Week 5</p>	<p>Language</p> <ul style="list-style-type: none"> • Sentence structure (simple, compound, complex) • Punctuation: capital Letters, commas (complex sentences/lists), apostrophes (possessive/contractions), sentence endings and speech marks • Prefixes and suffixes • Tense • Parts of speech (nouns, adjectives, verbs, adverbs) • Origins of words - Latin/Greek roots • Spelling - Soundwaves • Editing <p>Literature</p> <ul style="list-style-type: none"> • Shared Texts - group reading with related comprehension tasks in class. • In class silent reading • Researching for information <p>Literacy</p> <ul style="list-style-type: none"> • Handwriting • Comprehension • Genre writing: Recount in the format of a newspaper report • Genre writing: Information report - Preparing for Floods/Bushfires • Editing 	<ul style="list-style-type: none"> • Encourage your child to read for at least 30min five nights a week. <p>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</p> <ul style="list-style-type: none"> • 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. • Genre for the term - factual recount. Watch a story on the news and retell what happened. Alternatively, retell an event that they have participated in. • Read examples of short recount (retelling a story) • Check their Soundwaves homework each week • When needed assist your child to complete Soundwaves • Discuss the weekly spelling rule with your child • Encourage your child to learn their weekly spelling words & rule • Encourage regular rehearsal of oral presentations with critical feedback. Film your child's oral practice so that they can watch themselves to note voice volume and eye contact.
<p>Maths</p> <p><u>Assessment:</u></p> <p>Term 4 tests for:</p> <ul style="list-style-type: none"> • Statistics/Probability • Measurement • Number/algebra • Problem Solving 	<p>Revision of all concepts:</p> <p>Number & Algebra</p> <ul style="list-style-type: none"> • Place value, addition, subtraction of whole numbers and numbers including decimals, square numbers, prime numbers, composite numbers, factors and multiples, no. patterns, equations/equivalence • Fractions - common fractions, mixed fractions, equivalent fractions • Adding and subtracting fractions with a common denominator • Multiplication of 2 digit x 2 digit numbers • Division of numbers by 1 digit <p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Angles - naming, measuring and constructing angles using a protractor • Shape - naming and identifying features of regular 2D and 3D shapes • Perimeter and Area • Time - telling time to the minute <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Reading graphs (rainfall graph - links with Geography) <p>Problem Solving - solving word problems based on concepts above</p>	<ul style="list-style-type: none"> • Encourage your child to go onto Mathletics at least three nights/week, they should be doing assigned tasks and playing live Levels: 3, 4, and 5. • Students are required to complete 1000 points in Mathletics each week. They are given some class time to start this, but some is homework. • When needed assist your child to complete their Maths Mate homework. • Encourage your child to practice their timetables - particularly review their x7, x8, x9 tables and the division tables that match. • Talk to your child about what they are doing in class. Encourage them to ask questions or seek clarity if they do not understand a concept.



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<p>Science</p> <p><u>Assessment</u></p> <p>-Science knowledge and understanding test</p> <p>- Research task - create a single sheet reference card on an element of the Solar System. (in class) & complete a retrieval chart to show information about planetary size/distance/orbit.</p> <p>-Science Inquiry Skills - Scientific Investigation</p>	<p>'Our Place in Space'</p> <p>Key Questions:</p> <p>Science Knowledge & Understanding</p> <p>Earth & Space Sciences</p> <ul style="list-style-type: none"> • How do we know the Earth is not flat? • What is the centre of our Solar System? • How does the movement of our Solar Systems Space Objects give us Days and Years? • What Space objects are found in our Solar System? • What are current scientific views about constellations? <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 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 understandings about space (see Science knowledge & understanding Key Questions) • Develop your child's interest in and knowledge about space by encouraging your child to watch documentaries and read information texts about space and Earth's place in our solar system
<p>Geography</p> <p><u>Assessment</u></p> <p>End of term:</p> <p>Flood inquiry task</p> <p>Action Plan - what to do in the event of a flood</p>	<p>The Impact of Floods</p> <p>Key Topics:</p> <p>Knowledge & Understanding</p> <ul style="list-style-type: none"> • Inquiry into the impact of floods on the community and environment (particularly Brisbane and Sandgate) • How does the community respond to a flood? <p>Geographical Skills</p> <ul style="list-style-type: none"> • Developing inquiry questions • Collecting and recording data • Constructing and interpreting Climate Graphs • Reflecting and responding - developing an action plan in response to a flood or natural disaster 	<ul style="list-style-type: none"> • Discuss personal experiences of the Brisbane floods • Discuss the impacts of floods and how they could affect your family - eg: cost of clean-up, no electricity, no running water, evacuation • Look for examples in the news/media about natural disasters both in Australia and Internationally. Discuss the rebuilding process and the role of Aid Agencies and charities.
<p>ICT</p> <p>Working with multimedia.</p>	<p>This term in ICT students will be working on creating a multimedia folio about preparing for floods. This will incorporate print, screen and interactive media formats. Students will be required to create:</p> <ul style="list-style-type: none"> • A print brochure/poster to INFORM a real audience of how to prepare for flooding, respond to flooding and recover after flooding. • A screen presentation using MS Power Point or Movie Maker to inform about one aspect of living with floods. • Another computer based element of their choice eg. Animation, sound recording, iMovie to add to their message. 	<p><u>PLEASE MAKE SURE YOUR CHILD HAS A USB</u></p> <ul style="list-style-type: none"> • Discuss with your child what they have learnt in ICT and ask them to show you the different software they are learning. <p>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!</p>



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<p>Music</p> <p>*Please note that most JS units cover an entire semester of content, allowing students to develop and refine skills in workshop situations for increased understanding of musical knowledge.*</p>	<p>In Year 5 Music, students will be continuing to look at contemporary Australian music. This will include learning to compose their own music using GarageBand. They will gain an understanding of chord progressions (including writing their own), explore structure in popular music (such as the use of verse/chorus form) and create a drum beat. As well as composing, students will form small groups to rehearse and perform the song "Riptide" by Vance Joy. This will allow the students to be self-directed in their music learning, choose their favourite instrument to play, and work with their friends to create something they are proud of and have fun making music in an authentic setting.</p> <p><i>Summative assessment:</i></p> <ul style="list-style-type: none"> * Recording in GarageBand on iPads of chosen Australian song * Demonstration of ability to play individual instrumental part * Composition of a repetitive chord progression and melody (percussion/xylophone/ukulele/piano/vocal) * Involvement in whole class ensemble performance of song 	<p>If you have an Apple device, you might like to explore GarageBand with your child to see how it works and get them to demonstrate what they know about it. 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. You could listen to contemporary Australian music with your child such as Vance Joy's "Riptide" and ask them questions about what they hear - is this the verse, or the chorus? what instruments are being played?, etc</p>
<p>Health & PE</p> <p>PE: Ongoing observation focusing on the application of skills and conceptual understanding.</p> <p>Health: Continuing onto term 4, students plan and create a board game. They conduct an investigation to write questions and answers related to growing up.</p>	<p>PE - Aquatics (Water polo)</p> <p>Grade 5 students will complete an 8 week water polo program where they will learn the fundamentals of the game, the skills and tactics involved. They will develop the skills of movement through the water with and without the ball, passing and receiving the ball, shooting and attack and defensive strategies. They will play small sided games to ensure maximum contact with the ball and develop the ability to cooperate with other students in the water.</p> <p>Health: Growing Up</p> <p>In this unit students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition. Students will: Examine how identities are developed and change from pre-teen years into adolescence Examine developmental changes that occur during pre-teen years Investigate strategies and resources available to manage the changes associated with growing up and puberty.</p>	<ul style="list-style-type: none"> • Encourage your child to play outside for 30minutes a day. This will help them to discover the importance of being active and be creative in their play. • Enrol your child in learn to swim/squad classes outside of school. Not only will this accelerate their learning, but it will reinforce what is learnt in PE. • Ask your child each week what the discussion was in health. Check their understanding of puberty and what changes they might expect to go through as they grow up over the next few years. • Promote healthy eating and an active lifestyle. • Try to encourage your child to be active each day through example.
<p>ART</p> <p>Formative Assessment: On-going observations and discussions</p> <p>Summative Assessment: Half-Mask Character Transformations Visual Journal Reflections</p>	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Half-Mask Character Transformations • Visual Journal reflections <p>The students are currently completing Half-Masks for their character transformations inspired by photographer Polixini Pappapetrou. They are applying acrylics to their mask base and will complete the detail on the masks using water-soluble wax crayons in the coming weeks.</p>	<p>As you are aware the final stage of this project will involve the students bringing in a costume and props (created or compiled at home) to complete their character transformation. There is a dramatic component to the work as the students will be photographed posing as their character with the photograph being the final piece of work. Hopefully by now you have discussed this project with your child and have a good idea of what their character is and what costume and props might be required.</p> <p>I am hoping that the masks will be completed and be ready to be photographed by about Week 5. Thank you so much for assisting your child in preparing their costume. I am really excited about seeing them transform into their characters!</p>



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Japanese	<p>Students have been learning Hiragana, based on their individual needs. They will complete designing their own flashcards which will be presented to the class.</p> <p>Students will also be bringing everything they have learnt this year together, in order to read a short description about a person.</p> <p>Students will be assessed formatively at check-in periods throughout the term and through summative assessment.</p>	<p>Log your child onto: NEW ST PAUL'S JAPANESE WEBSITE http://spsjapanese.wix.com/sps-japanese You can find your 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>								
RAVE Summative Assessment: <ul style="list-style-type: none"> Work Book Activities. Small reflection on a biblical story. 	<ul style="list-style-type: none"> Students will become familiar with the story of St Paul, who our school is dedicated to. Using our bible to guide us, students will explore the values and attitudes that Paul and the people around him had. They will practice servant leadership and humility as they come to terms with the leadership role students will all step into a year 6 cohort next year. 	<ul style="list-style-type: none"> Discuss with child the perspectives on faith held by your family. This could include traditions and customs that you share only with your family. If your child is considering a leadership application for next year, help them "dig up" evidence of leadership to support their application. Remind them that not everybody can be an "official" leader but in one way or another they will be leaders of the junior school and a close-knit team. 								
Design Technology	AREAS OF STUDY: <ul style="list-style-type: none"> Knowledge & Understanding <ul style="list-style-type: none"> Design Process Materials Joining Methods Personal Safety & Safe Workshop Practices Ways of Working <ul style="list-style-type: none"> Exploring & Defining Ideation Solution Development Realisation Manufacturing with various hand tools and machines. 	<p>Ask your child what they have been learning and what they understand about the design process. Reflect on the learning journey and progress of their assessment.</p> <p>Summative Assessment:</p> <table border="1"> <thead> <tr> <th colspan="2">Description</th><th>Due Date (last lesson of-)</th></tr> </thead> <tbody> <tr> <td rowspan="2">Life Sign</td><td>Design Folio</td><td>Week 9 In class</td></tr> <tr> <td>Design (Project) Realisation</td><td>Week 9 In Class</td></tr> </tbody> </table>	Description		Due Date (last lesson of-)	Life Sign	Design Folio	Week 9 In class	Design (Project) Realisation	Week 9 In Class
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