



Maths: Students will participate in a range of mathematical activities including investigations, workbook activities and problem-solving activities. Problem-solving activities using the SEE, PLAN, DO, CHECK process will focus on 'Working backwards' (Year 5) and 'Drawing a tree diagram' (Year 6).

Topic areas for major focus this term include:

- Addition and subtraction of fractions with like denominators (Year 5)
- Multiplication of whole numbers by one or two-digit numbers and division of whole numbers by one digit divisors (Year 5)
- Number patterns with fractions, decimals and whole numbers (Year 5)
- Constructing prism and pyramids and investigating volume (Year 5)
- Exploring and creating patterns using translations, rotations and reflections (Year 5)
- Operations with decimals (Year 6)
- Investigating integers: positive and negative numbers (Year 6)
- Solving equations using brackets and the order of operations (Year 6)
- Constructing prism and pyramids and investigating volume (Year 6)
- Creating patterns using combinations of translations, rotations and reflections (Year 6)
- Understanding the Cartesian plane (Year 6)

Year 5

NUMBER AND ALGEBRA

Number and place value

- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies
- Solve problems involving division by a one digit number, including those that result in a remainder
- Use estimation and rounding to check the reasonableness of answers to calculations

Fractions and Decimals

- Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator

Patterns and algebra

- Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction

MEASUREMENT AND GEOMETRY

Shape

- Connect three-dimensional objects with their two-dimensional representations

Using units of measurement

- Choose appropriate units of measurement for length, area, volume, capacity and mass

Location and transformation

- Describe translations, reflections and rotations of two-dimensional shapes
- Identify line and rotational symmetries
- Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image compared with the original

NUMBER AND ALGEBRA

Number and place value – INTEGERS

- Investigate everyday situations e.g. temperatures that use positive and negative whole numbers and zero.
- Locate and represent positive/negative numbers on a number line.

Patterns and algebra - ALGEBRA

- Explore the use of brackets and order of operations to write number sentences

Fractions and Decimals

- Add and subtract decimals, with and without digital technologies and use estimation and rounding to check the reasonableness of answers
- Multiply decimals by whole numbers and perform divisions that result in terminating decimals

MEASUREMENT AND GEOMETRY

Using units of measurement – VOLUME

- Connect decimal representation to the metric system
- Convert between common metric units of length, mass and capacity
- Connect volume and capacity and their units of measurement

Shape

- Construct simple prisms and pyramids from nets and skeletal models

Location and transformation

- Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies
- Introduce the Cartesian coordinate system using all four quadrants

<p>English ~ Unit focus: Novel Study 'Holes' by Louis Sachar In this novel study, students will explore how in a narrative text, characters, plot and setting are purposely developed by the author. Students will discuss the themes explored within the novel, including family relationships, actions and consequences, friendship, bullying and resourcefulness, Students will complete a range of comprehension activities based on the novel to demonstrate their understanding of characters, events and author purpose. Students will create a written text identifying and discussing the major themes of the novel, using examples from the text to support their thinking. In a small group, they will participate in a discussion about characters and events in the novel and also draw comparisons between the book and the movie.</p>	<p>English ~ Core Skills Reading and Viewing: Students will participate in a wide range of reading activities including guided, shared and modelled reading. Comprehension activities will focus on developing literal (right there), inferential (hidden in the text) and evaluative (what do you think) reading strategies through group and independent activities. Speaking and Listening: Students will participate in a group discussion in English and a presentation in HASS. Spelling: The school follows the 'Sound Waves Program'. Spelling will be pre-tested on Mondays and post-tested on Fridays. Handwriting: It is generally expected that students will use cursive writing for all writing activities unless otherwise negotiated, including homework. Grammar: This term we will continue to work through units in our Grammar book, focussing on a range of grammar activities. Students will focus again on punctuating direct speech.</p>	
<p>Humanities and Social Sciences (HASS): Exploring a diverse world (Geography) In this unit, students will develop their understanding of the diversity of peoples and cultures around the world, including indigenous peoples of other countries, to reflect on cultural differences and similarities. Students explore global diversity by examining spatial distributions, patterns and trends in maps, graphs and tables, using spatial technologies where appropriate. The scale is global with a study of the world's cultural, economic, demographic and social diversity (including that of its indigenous peoples), with a particular focus on countries of the Asia region. Key inquiry question: • How do places, people and cultures differ across the world?</p>	<p>Science ~ Light Fantastic (Physical sciences) In this unit, students will investigate the reflection, absorption, transmission and refraction of light and the formation of shadows. They will explore the role of light in everyday objects and devices and how traditional peoples used their understanding of light in their everyday lives.</p> <p>Health (Mrs Romas-Daimol) ~ The impact of culture In this unit, students identify different cultural groups and their habits, celebrations, cultural foods, and how these foods comply to the Australian Guide to Healthy Eating.</p>	
<p>Technologies ~ Responding to a design challenge (Design and Technologies) Students will develop their understanding of the steps in the design process. In response to a design brief, they will design and produce a chariot for a sphero bot in readiness for the 'Sphero racing challenge', considering material choices and sustainability.</p>	<p>Physical Education ~ Swimming This term in PE, students will engage in a range of swimming and water safety activities. They will practise specialised movement skills, including swimming strokes, survival strokes and rescue situations. Students will apply and combine the above skills in different rescue situations as well as prepare for the end of term Swimming Carnival.</p>	
<p>Languages ~ Tok Pisin (Mrs Romas-Daimol) Students will engage in a variety of activities to develop their written and spoken Tok Pisin. This subject will not be assessed.</p>	<p>The Arts – Visual Art (Mrs Romas-Daimol) This term, students will create artworks inspired by Aboriginal artists and artworks.</p>	<p>The Arts – Music (Mr Sarufa) Students will continue to develop their guitar and piano playing skills and participate in a range of singing activities.</p>

Special Class Activities: Assembly item: Week 3 PE: Wednesday Library: Wednesday Homework class: Wednesday 3.00 – 4.00pm (from Wk 2)