



Year 5 Term 3 Overview

Welcome back to Term 3! Please see below for information regarding what is happening in Year 5 this term. We are in for another busy term full of engaging learning experiences and can't wait to get started!

English: Writing and Presenting Poetry

Focus:

This term, students listen to, read, view and adapt poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills.

Students will:

- Explains how text structures assist in understanding the text
- Understand how language features and vocabulary influence interpretations of characters, settings and events

- Use language features to show how ideas can be extended
- Create imaginative texts for purposes and audiences
- Make presentations which include multi-modal elements for defined purposes
- Listen and ask questions to clarify content
- Contribute actively to class discussions, taking into account other perspectives

Assessments:

- **Poetry Assessment Task:** Completed Term 3 Week 9
- **Reading Assessment Tasks:** Completed Term 3 Weeks 1 and 10

Term 3

Key Dates:

- **Assembly:** Friday 12:30pm
- 25th July: **NAIDOC Assembly**
- 26th July: **Achievement Ceremony**
- 1st August: **Junior Sports Day**
- 9th, 16th and 23rd August: **Gala Days**
- 26th August: **Parent/Teacher Discussions**
- 30th August: **Student Free Day**
- 4th September: **Camp Deposit due**
- 5th September: **School Disco**

Mathematics

Focus:

In Term 3, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will:

- add and subtract fractions with the same or related denominators
- represent common percentages and connect them to their fraction and decimal equivalents
- use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and in-

terpreting results in terms of the situation

- choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area
- connect objects to their two-dimensional nets
- estimate, construct and measure angles in degrees

Assessments:

- **Number Assessment Task:** Completed Term 3 Week 4
- **Angles Assessment Task:** Completed Term 3 Week 6
- **Measurement Assessment Task:** Completed Term 3 Week 10



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Science: Now You See It!

Focus:

In Term 3, students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected

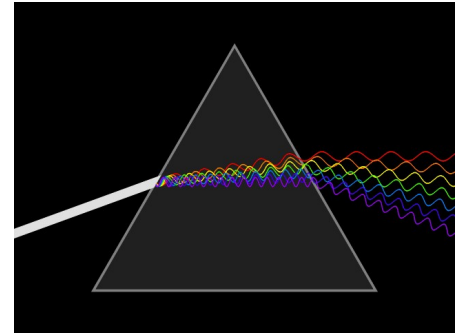
peoples' lives.

Students will:

- Explain everyday phenomena associated with the transfer of light
- Discuss how scientific developments have affected people's lives and help us solve problems
- Pose a question for investigation and predict the effect of changing variables when planning an investigation
- Describe ways to improve the fairness of an investigation
- Communicate their ideas and findings using multimodal texts.

Assessment:

- **Now you See It Assessment Task:**
Completed Term 3 Week 8



HASS: Managing Australian Communities

Focus:

This semester, students will explore the impacts of natural disasters and how communities respond to them.

Students will:

- Identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments
- Identify the effects of these interconnections on the characteristics of places and environments
- Sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines

- Sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions
- Explain the characteristics of places in different locations at local to national scales
- Interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence
- Reflect on their learning to independently propose action, describing the possible effects of their proposed action
- Present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions

Assessment:

- **HASS: Managing Australian Communities Assessment Task:**
Completed Term 3 Week 6–9



Design and Technologies

Health & P.E

Focus:

In Term 3, students will investigate technologies to design a Wildlife Rehabilitation enclosure

Students will:

- Develop an understanding of the design process
- Determine how materials can be manipulated for design purposes
- Describe how co-existence with wildlife occurs in a range of settings
- Identify and explain how competing factors impact the process of design
- Explore authentic settings within and beyond the school setting to evaluate the relationship between design and wildlife
- Design, draw and annotate a wildlife support solution
- Develop a criteria for success and evaluate a project
- Identify potential safety risks and develop safety strategies

Assessment:

- **Technology Assessment Task:**
Completed Term 3 Week 10

Focus:

In Health, students will gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.

In P.E, students will will develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They will propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football.

Assessment:

- **Health Assessment Task:**
Completed Term 3 Week 10
- **P.E Assessment Task:**
Completed Term 3 Week 10

The Arts: Music & Media Arts

Focus:

This Semester, students will be exploring Media Arts and Music in their Arts lessons. In Media Arts, students will explore music video styling, concepts and production processes from ideation to creation. They will explore the purpose of music videos and work collaboratively to create a music video

In Music, students will make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. They will perform, compose and respond to music featuring rhythmic ostinatos.

Assessment:

- **Music Assessment Task** Completed Term 4 Week 6
- **Media Arts Assessment Task** Completed Term 4 Week 7

LOTE

Focus:

This Semester, students will to will explore the concept of play and its universality across cultures.

They will convey information about activities, translate familiar texts and comment on ways of expressing values compared to other languages and cultures.

Assessment:

- **LOTE Assessment Task:**
Completed Term 4 Week 6



Homework

Homework helps you practice what you have learnt at school so it makes more sense to you. Homework should be completed every night.

Homework for Year 5 will be:

- Reading (Wushka - 10 to 20 minutes every night)
- Spelling and Number Facts - Look, Say, Cover, Write, Check
- Sight Words
- Optional extra literacy and numeracy activities



Teacher Contact Details

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Important Information

- Please remember: NO HAT NO PLAY! Please ensure that students have their hats at school everyday for sun safety.
- Water bottles are not only welcome but encouraged in our classrooms. Remember to bring your bottle every day; hydration is key!
- Please ensure that your students are equipped with book packs. There is an expectation that students bring all required resources to school. Please ensure that all resources are clearly labelled. If you need a booklist please do not hesitate to contact your student's teacher or the school office.
- We love healthy eating at Fernbrooke and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning Fruit Break so we can be healthy like Perry!
- Dates for assessment have been included in this newsletter. If you are planning on a holiday during term time, please be mindful of this schedule. We ask that you notify the office and class teacher of these absences in advance.

