



CURRICULUM OVERVIEW

ENGLISH: Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.

MATHEMATICS: Students will focus on estimating, measuring and comparing angles using degrees. They will also explore lines of symmetry and apply shape and transformation concepts.

SCIENCE: Chemical—Students will explore that materials can have a range of observable features and properties in addition to being a solid, liquid or gas.

HASS: Students will continue to investigate exploration settlement of Europeans in Australia including colonial life.

DANCE: To respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme.

DRAMA: To devise, perform and respond to a documentary drama.

SPECIALISTS

LANGUAGES: Students will continue to describe their preferences in vehicles and their reading of hiragana characters in familiar vocabulary will develop. Students will also revisit their knowledge of Japanese numbers for kanji recognition and counting of people.

MUSIC: "Guitar all the Way"

Year 5 students will continue to compose, perform with a guitar and respond to music. They will explore how musical elements of known songs can be reorganised to create new music.

TECHNOLOGIES: DESIGN

What will food look like in the future? Where will it be grown? How will it be grown? What will we grow? Hydroponics? Aeroponics? Students will research future foods and they will create an infomercial/TV ad on a food from 'X'ploration Earth 2050'.

HEALTH AND PHYSICAL EDUCATION:

In Movement, students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component. In Health, students will continue to recognise that emotions and behaviours influence how people interact. They will understand that relationships are established and maintained by applying skills. Students will identify practices

CLASSROOM/ SCHOOL COMMUNITY UPDATES

WHOLE SCHOOL ASSEMBLY: WEEKS 4, 7, 10

JUNIOR SCHOOL ASSEMBLY: WEEKS 5, 8

SENIOR ASSEMBLY: 6, 9

P&C MEETING: WK 5 - 19/05 @ 6:30pm, WK 10 - 20/06 @ 9:30am

IMPORTANT EVENTS/EXCURSIONS

Wk 2 - ANZAC Day holiday Mon 25/03

School Photos - Wed/Thur 27/03, 28/03

Wk 3 - Labour Day holiday Mon 2/05

District Cross Country Tues 3/05

Mother's Day stall Wed—Fri

Wk 4/5 - NAPLAN Online 10/05 - 20/5

Wk 8 - SRC Fundraiser "Wear your team colours" Wed 8/06

GPAC Finals Thurs 9/06

Wk 9 - Book Fair Mon - Fri

Wk 10 - PCL Celebration of Learning Thurs 23/06

***Year 5/6 Interschool Sport—Friday wks 1—8**

POSITIVE BEHAVIOUR/SCHOOL RULES

	Week	Rule	Focus
T E R M 2	1-2	Be Respectful	Use manners Let others learn
	3-5	Be a learner	Be confident and Have a go Be on time (before school; after lunch etc) Follow expectations during school activities (excursions, camp, sport etc)
	6-8	Be Safe	Have good Hygiene Keep your hands & feet to yourself Be Cyber – safe at school and home
	9-10	Be Respectful	Caring for property (school, self, others). Care for your classroom and other learning spaces. Use electronic devices for an appropriate purpose



**Earn a Bee Sting
for Positive Behaviour**



**Towards the Class Beehive
Rewards and Certificates**



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