



WHAT MY CHILD WILL BE LEARNING ABOUT THIS TERM IN YEAR FIVE

During Term 3, students will continue to strengthen their reading, writing, speaking and numeracy skills through a range of engaging learning experiences. They will explore how living things survive in different environments, investigate the relationship between people and the environment, and apply their learning through creative, practical and problem-solving activities.

ENGLISH - Exploring Narrative Texts

In English, students will explore narrative texts while continuing to develop their reading, writing and comprehension skills.

Students will:

- read, view and discuss an imaginative text studied in class
- explore how authors develop characters, settings and events
- analyse how stories engage and influence readers
- plan, write and edit a fantasy narrative
- create a supporting image to enhance their written text
- continue building their reading, comprehension and writing skills through daily classroom learning.

MATHEMATICS

In Mathematics, students will apply their mathematical understanding to solve real-world problems.

Students will:

- solve practical problems using number operations and explain their solutions
- add and subtract fractions with related denominators
- explore connections between fractions, decimals and percentages
- measure and construct angles using appropriate tools
- investigate perimeter and area
- measure length, mass and capacity using metric units
- explore how three-dimensional objects can be represented as two-dimensional nets.

SCIENCE - Survival in the Environment

In Science, students will investigate how living things survive in different environments.

Students will:

- explore structural and behavioural adaptations that help living things survive
- investigate how animals respond to different environmental conditions
- examine how evidence is used to develop scientific explanations
- compare data and draw conclusions from investigations
- design a creature with adaptations suited to a particular environment
- communicate their findings using scientific language and representations.

HASS - People and the Environment

In HASS, students will investigate the relationship between people and environments around the world.

Students will:

- review mapping skills and locate countries in Europe and North America
- investigate the human and environmental characteristics of different countries
- explore how people influence environments and how environments influence people
- use evidence to draw conclusions and communicate their findings.

HEALTH AND PHYSICAL EDUCATION

In **Health**, students will explore the importance of healthy habits and how they contribute to overall wellbeing.

Students will:

- investigate factors that support health and wellbeing
- identify healthy habits and their benefits
- explore how lifestyle choices can influence physical and emotional health
- develop strategies to support their own wellbeing.

In **Physical Education**, through volleyball activities, students will:

- practise and refine movement skills such as striking, serving and positioning
- apply strategies during games and team activities
- participate in activities that develop fitness and coordination
- work collaboratively by encouraging others and sharing responsibilities
- solve movement challenges using critical and creative thinking
- demonstrate fair play, teamwork and respectful behaviour.

LANGUAGES - CHINESE

In Chinese, students will explore the question "What's in a name?" as they learn to communicate information about themselves and their identity.

Students will:

- introduce themselves and share personal information, including their name, birthday and nationality
- participate in simple conversations about their family, hobbies and favourite sports
- develop their pronunciation, tones and Pinyin to communicate more confidently in Chinese
- strengthen their listening and speaking skills through interactive language activities
- explore connections between language, culture and identity
- reflect on how people express who they are through communication.

TECHNOLOGIES

Technologies was taught and assessed as part of the Semester One Teaching and Learning sequence in Year Five.

THE ARTS

MUSIC

In Music, students will develop their skills in performing on the xylophone while building skills in listening, reading and composing music. Students will:

- develop and practise listening skills to identify pitch, rhythm and form in music
- explore playing ensemble music using the xylophone, focusing on accurate pitch and rhythm.
- explore and manipulate the elements of music, including pitch, rhythm, dynamics tempo and form when performing music using classroom instruments

DANCE

Students will:

- explore movement and choreographic devices
- create and practise dance sequences
- work collaboratively to develop performances
- perform dances for an audience.

MEDIA ARTS

Students will:

- use digital technologies to plan and create media products
- explore how movement, lighting, sound and storytelling influence meaning
- create a stop-motion animation that entertains or informs an audience
- reflect on their own and others' media creations.

WORKING TOGETHER

We value strong partnerships between home and school. Learning happens everywhere, not just at school. We encourage students to continue developing their skills through everyday experiences at home and in the community.

Families can support learning by:

- reading together regularly and talking about stories and new ideas
- encouraging children to share what they are learning at school
- practising literacy and numeracy skills through everyday activities such as cooking, shopping and gardening
- accessing the school's online learning when appropriate
- celebrating effort, curiosity and a love of learning.

These everyday experiences help strengthen learning, build confidence and support your child's ongoing growth and success.

If you would like additional ideas to support your child's learning at home, please speak with your child's teacher.

OUR
VALUES



INCLUSIVE



INNOVATIVE



RESPECTFUL