



YEAR FIVE

Parent Information

Term 4 Overview 2018

CONTACT DETAILS

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Welcome to Term Four

Welcome back to Term Four. This term, we welcome Mrs. Julie Ferguson to Galilee and Year Five. Please feel free to pop in, say hi and introduce yourself to Julie in the first couple of weeks of term. We hope you all had a restful break and are ready for another busy term. We are looking forward to sharing warmer weather, longer days and even more learning in this final term. Just a reminder that in Term Four all Victorian school children must wear a hat during recess and lunch. If your child's hat has been misplaced please contact the uniform shop to purchase a new one.

Term Four sees the beginning of the Year Five students preparing and transitioning into Year Six with the process of leadership applications taking place. We look forward to watching them grow and develop their skills in this area further.

There are a lot of school events on this term including Life Education, the Swimming Carnival, the Art Show, Galilee Day, Yr 5/6 Cricket and Carols just to name a few. We strongly encourage all students and families to support any events that are being held at Galilee.

Please feel free to use your class teacher's email address as a communication tool. Please be assured we will respond as soon as possible. Also as a reminder, if your child is absent from school, a note will need to be given to their classroom teacher.

This term is bound to be filled with lots of excitement and fun!

Miss Tarren Otte & Mrs. Julie Ferguson

RELIGIOUS EDUCATION

In Term Four, we will focus on the Catholic Social Teaching of:

Solidarity

Students will explore our global interconnectedness; considered similarities and differences of children living in other parts of the world; and understood that we are global neighbours and are called to “love our neighbour”.

The Catholic Social Teaching principle of (Global) Solidarity is explored through the concept of multiculturalism. The principle that everyone belongs to one human family, regardless of their national, religious, ethnic, economic, political and ideological differences. Everyone has an obligation to promote the rights and development of all peoples across communities, nations, and the world, irrespective of national boundaries.



Students will also focus on preparing for Christ through Advent. Students will examine both the Old and New Testaments to make connections between prophecy and fulfilment. They explore the role of Mary in the Christmas tradition as disciple and mother. Students will also reflect on the message of Christmas for Christians.



ENGLISH



In Term Four, our focus is on:

Reading & Viewing – Students will continue to work with their peers to develop their comprehension (literal and inferential) and their team-work skills. They will continue to read and analyse a variety of texts where they will form their own opinions, questions and make conclusions and summaries. Students will also focus on personal responses to a text or topic. A response might include agreeing or disagreeing with the author's position or connecting to personal experiences.

Writing - In Writing, the students will be researching, planning and editing debate pieces to present orally to their classmates. They will be practising sequencing of ideas in a logical manner while providing supporting detail. The students will learn to utilise sentence stems in their writing such as; 'We believe that the definition given by the affirmative team is unfair'. They will understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts. At the end of Term Four we will be conducting a formal debate between the students involving an adjudicator, timekeeper, affirmative and negative team.

Speaking & Listening –

This term, the students will be continuing to explore public speaking with a focus on debate. They will be given a chance to utilise the skills Ron Thomas demonstrated in Term Three. The students will participate in both informal and formal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements. They will clarify understanding of content as it unfolds in informal and formal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills. Whilst exploring the art of debate the children will understand how to move beyond making bare assertions and take account of differing perspectives and points of view. They will be encouraged to ask specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions.

As the students are preparing for the transition to Year Six they will be drawing on the skills of public speaking and debate to prepare their leadership speeches.

MATHEMATICS



In Term Four, our units will include:

Patterns

Students will:

- describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction
- use equivalent number sentences involving multiplication and division to find unknown quantities
- follow a mathematical algorithm involving branching and repetition (iteration).

Money

Students will:

- create simple financial plans.

Chance

Students will:

- list outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions
- recognise that probabilities range from 0 to 1.

Symmetry and Tessellations

Students will:

- describe translations, reflections and rotations of two-dimensional shapes
- identify and describe line and rotational symmetry of a range of two-dimensional shapes and the effects of transformations by manually flipping, sliding and turning two-dimensional shapes and by using digital technologies.

S.T.E.A.M (Science, Technology, Engineering, Arts, Mathematics)

In Term Four, our S.T.E.A.M. unit focuses on Change.

Students will:

- investigate different types of change in our lives and the world - physical, emotional, environmental
- explore how changes can be classified in different ways
- observe changes to materials and classify these



changes as reversible or irreversible

- develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects
- investigate natural events that cause rapid change to the Earth's surface
- look into to cause-and-effect relationships that relate to form and function through an exploration of adaptations of living things
- analyse how structural and behavioural adaptations of living things enhance their survival, and make predictions on the effect of environmental changes on individual living things.

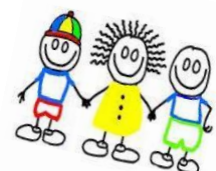
Throughout the unit, students will pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules. Students will also communicate their ideas and suggest improvements to solve an environmental problem.

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

In Term Four, the students will be examining - Gender and Identity

When learning about gender inequality and related issues, students need assistance to understand the difference between inherent biological differences between males and females and the learnt social and cultural differences. The students will be exposed to critical thinking exercises within which they will detect and challenge the limiting nature of many traditional gender norms. They will have multiple opportunities to analyse, discuss and practise the following skills.

- Describing the influence that personal qualities and strengths have on achieving success.
- Recognising and appreciating the uniqueness of all people.
- Explaining how individual, social and cultural differences may increase vulnerability to stereotypes.
- Identifying characteristics of respectful relationships.
- Contributing to teams and groups suggest improvements for methods used in groups and investigations.
- Understanding the influences people and places have on personal identities.
- Examining how community wellbeing is supported by celebrating diversity.



- Explaining and applying strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community.

HOME LEARNING

Students will be assigned activities at the beginning of the week to reinforce skills taught in class. This may incorporate Mathematics, English, Religion and Inquiry learning. Spelling, reading and times tables will be included in homework most weeks. It is an expectation that your child will complete assigned homework every week, when present in class. Homework will be corrected on a Friday where possible.

THINGS TO REMEMBER...

- Arrive at school by 8.50 a.m. so your child starts the school day with the whole class and avoids missing out on important information
- Provide a note explaining your child's absences to the teacher upon return
- Hats to be worn in Terms One and Four during recess, lunch and any outdoor activities
- Lunch Orders are on Wednesday and Fridays (orders completed on-line **OR** collected from school)
- Students need to bring a drink bottle containing water each day, so they can drink throughout the day
- If there are any medical issues or other concerns, please make the school and/or class teacher aware of these as soon as possible.

Uniforms

All students should be in their full school summer uniform in Terms 1 and 4 and must have a hat. Sport Uniform can be worn on PE days, Sport days and on Fridays. If your child is not able to wear the correct uniform, please write a note to the teacher explaining why.

ASSEMBLY

Wednesdays at 2:40pm – 3:25p.m.



SPECIALIST TIMETABLE

Year 5O and Year 5F

Tuesday **Performing Arts**
Digital Technology
Art
Physical Education

Thursday **LOTE - every 2nd week**

PLEASE NOTE:

- Specialist Timetable may be subject to change due to upcoming school events.
- Sports uniform is to be worn on allocated P.E. days (hat required during Terms 1 and 4)
- Library bag required every Friday in order to borrow books.

Term 4 Important Dates

Every Wednesday School Assembly (2:40pm – 3:25pm)

October

October 25th - 31st Life Education

October 29th - Parish Mass @ Sts Peter and Paul & Summer uniform to be worn

November

November 5th - School Closure Day

November 6th - Melbourne Cup

November 7th - Year 5 Assembly

November 9th – 5/6 Cricket

November 14th- Crazy Hair Day

November 15th- Art Show

November 17th - DOGS camp

November 20th- Music Soiree Violin, Guitar, Drums

November 22nd- Music Soiree Vocals



November 23rd- Galilee Foundation Day

November 26th - Student Leadership Applications Due

November 27th - Parent Helper Tea

November 30th - School Closure

December

December 3rd- Student Leader Speeches

December 5th- School Captain Interviews (back up on the 6th) & Carols

December 10th - Graduation Mass (Year Fives **MUST** attend)

December 11th - Student Leadership to be announce TBC

December 14th - End of Year Mass

December 17th - 2019 Yr 1-5 Transition to new class

December 18th - End of Term 1.30 pm finish