

**KEY DATES**

<b>March 26th</b>	Harmony Day Incursion
<b>March 27th</b>	End of Term 1
<b>April 13th</b>	Easter Monday
<b>April 14th</b>	Start of Term 2

## CURRICULUM OVERVIEW

### ENGLISH

Our Grade 5 students have learnt more about figurative language and inferring the characters' motivations, feelings, and causes of their actions. Our goal in Grade 5 has been to improve students' knowledge and interpreting skills when it comes to naming, identifying, and describing a range of figurative language devices, including simile, metaphor, personification and imagery. We have been pleased with the progress of our learners and we look forward to continuing this next term. In Writing, our Grade 5 students have completed a persuasive text in class using multi-paragraph outlines as the preferred planning template.



### MATHEMATICS

In Term 1, our Grade 5 students have learnt more about the value of each place in a range of numbers of up to six digits. Students have learnt how to rename numbers using Base 10 materials and number expanders. We have also explored rounding to the nearest ten, hundred and thousand with students. We intend to continue this topic on place value part-way into Term 2 to ensure that all our learners have a robust understanding of decimal place value using materials such as Cuisenaire rods to guide them.



### INQUIRY

Our Inquiry topic for Term 1 was 'Play it Safe.' The key understanding that our Grade 5 learners have explored includes: 'Decisions we make impact on our safety and wellbeing.' Students have learnt about what safety means in a variety of contexts, including school, community and online spaces. Our learners have discussed the differences between physical and mental safety. To demonstrate their growing knowledge of these concepts, our learners created a safety advertisement for a chosen environment using the 1-1 iPads or poster paper.



## PHYSICAL EDUCATION

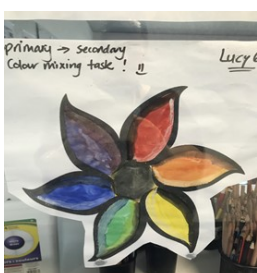
This term we focused on equality of genders in sports – making sure our students know that everyone is a star! First we looked at Tennis, focusing on the Hot Shot structure and how to serve the ball in different scenarios (playing singles and doubles). Next, we learnt the rules to Volleyball. Our students looked at how to work as a team in different game situations. After that, we played some cricket – striking the ball and building running stamina. While all that was happening, we had students compete at the District Swim day and they did wonderfully!

## ART

The Grade 5 and 6's have started the term by decorating their art journals which they are using for ideas and exploration of art techniques. They started the term learning about face proportions and created a half face, self-portrait. The students were focused on placement of features within the face as well as skin tone, hair colour and other personal features that they decided to add, such as glasses or funky hair do's.

The Grade 5/ 6 students have touched on primary colours to access their prior knowledge about colour theory, with a view to mixing Secondary colours. This knowledge is important to understand the order of the colour wheel. Students then explored Tertiary colours in depth through colour mixing to gain a sound understanding of shades of secondary colours without using black and white. To wrap up the term the grade 5'6's are now working with colour harmonies, such as analogous colours - the colours next to each other on the colour wheel and complementary colours - colours that are opposite on the colour wheel and reviewing artists who use these colours in a complementary way, such as 'Pop artist' Andy Warhol.

All student's have used a range of materials including; pencil, water colour paint, crayon and pastel to create their art pieces this term. I have had



## SCIENCE

We have had such an engaging start in Science this year! The students began by learning about animal adaptations for our Biology unit. The students did an experiment that involved using plastic spoons as fingers and moving marbles around. They were forced to adapt and work out a new way to move the marbles in order to survive. Many students thought this would be simple but they were surprised! We investigated why animals have to adapt and what the consequences are if they don't. The students worked together to make a bridge out of straws that needed to hold weight and needed to work together to adapt it along the way! We researched and discussed animal adaptations unique to Australia. We ended Term 1 in Science by putting together a presentation in teams using various ICT platforms to demonstrate our learning throughout the Term.

