



*Howayek Providence Limited trading as*  
**MARONITE COLLEGE OF THE HOLY FAMILY**

**YEAR 5 TERM 1 OVERVIEW 2020**

Dear Parents and Guardians,

Welcome to Term 1. Listed below is a summarised outline of the topics and content we will be covering in our grade. Information pertaining to all other aspects of the grade has also been included to help you organise and support your child's learning.

We look forward to working in collaboration with you throughout year.

**Teaching Staff**

<b>Head of Primary</b>	Mr Dean Day
<b>Stage Coordinator</b>	Ms Rozario
<b>Class Teachers</b>	Ms Pillay – 5 Sapphire Mrs Kartabani- 5 Rainbow Mrs Guinan and Mrs Murphy – 5 Opal Mrs Sadek – 5 Ruby
<b>Special Needs Coordinator</b>	Mr Christopher Perret
<b>Integration Teacher/s</b>	Mrs Maxwell and Mrs Azzi
<b>Support Teacher/s</b>	Mrs Achmar
<b>Learning Centre Coordinator</b>	Ms Anne LeMerle
<b>Arabic Staff</b>	Mrs Marie Zaiter Mrs Laura Chalhoub Mrs Francine Farah Mrs Denise Fares

**Daily Routines**

<b>Monday</b>	Sport, Arabic
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	Library Borrowing (Rainbow)
<b>Friday</b>	Library Borrowing (Sapphire, Opal and Ruby)

## Important Information

- **Student Absences** – A note or medical certificate is required when a student is absent from school. For prolonged illness, notification to the main office is also required.
- **Parent and Teacher Meetings** - Please make an appointment through the main office if you would like to meet to discuss any aspect of your child’s learning. It is requested that parents not speak to any teacher in the morning during assembly or whilst on class.
- E.g. notes, homework, special requests, etc
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## Curriculum Overview

Key Learning Area	Unit Outline
Religion	<p><u>Parables:</u></p> <ul style="list-style-type: none"> <li>- List various reasons why teaching with parables was important for Jesus to communicate a special message.</li> <li>- Locate biblical verses of a parable and define what a parable consists of.</li> <li>- Identify and explain the barriers that exist between reading and understanding a parable of Jesus.</li> <li>- Compare similarities and differences between parables.</li> </ul> <p><u>An Invitation to Believe</u></p> <ul style="list-style-type: none"> <li>- In this Lenten unit students study the Gospel reading for the Fourth Sunday of Lent: ‘Jesus cures the man born blind from birth’ and explore its themes of faith and spiritual discernment in relation to Baptism and the celebration of the Season of Lent</li> </ul> <p><u>I am the way</u></p> <ul style="list-style-type: none"> <li>- Students will look at the events of Holy Week specifically the Stations of the Cross in order to understand the sacrifices Jesus made for us and how the Word became flesh and the covenant was made for our salvation.</li> </ul>
English	<p>The unit is Integrated with the History topic of Gold and covers Imaginative and Persuasive Writing. The two novels that are covered include ‘The Burnt Stick’, by</p>

	<p>Anthony Hill and 'The Night we made the Flag', by Carole Wilkinson. Students also work with the text Greg's Terrible Night, watch the movie Rabbit Proof Fence and work with a variety of multimedia texts throughout the unit.</p>
<p>Mathematics</p>	<p>Whole Number: Students will participate in various lessons where they will understand place value and the value of zero, they will arrange various numbers in ascending and descending order, they will round numbers up to a million and will partition numbers in order to aid in their mental computation when adding numbers.</p> <p>Addition and Subtraction: Students will join in various lessons where they will use digital technologies to add and subtract three or more numbers, they will use empty numbers lines to record their mental strategies and will create a class budget through the use of a simple spread sheet.</p> <p>Two-Dimensional Space: Students will participate in various tasks that will require them to list and draw the properties of various 2-D shapes including triangles, they will identify the quantity of lines of symmetry of 2-D shapes, they will apply enlargements and reductions to 2-D shapes and describe translations, reflections and rotations of 2-D shapes.</p> <p>Angles: Students will take part in lessons that will allow them the opportunity to use a protractor to measure and draw angles of various sizes. They will also estimate angles in degrees and determine the size of unknown of angles through measuring and checking.</p> <p>Length: Throughout this unit the students will participate in lessons that will give them the opportunity to estimate and record lengths in mm, cm, m and km. They will also measure and calculate the perimeter of both common 2-D shapes and the perimeter of large rectangular sections of the school.</p>
<p>History/Geography/ Science &amp; Technology</p>	<p>The unit '<i>Gold Fever</i>' provides students with the opportunity to learn about the impact of the Gold Rush, the Eureka Stockade, internal exploration, migration, the advent of rail and the telegraph system on the Australian</p>

	<p>colonies. Students will explore the reasons for migration to Australia from Europe and Asia and contributions of migrant groups within the colony. The students also investigate the roles of significant individuals or groups in the shaping of our nation; entrepreneurs, artists, writers, political leaders, and Aboriginal and/or Torres Strait Islander peoples.</p> <p>During the unit 'Migration into Australia', students will investigate into reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. They will research the role that a significant individual played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.</p>
<p>Personal Development, Health and Physical Education</p>	<p><u>PDH – What is in my Community?</u> Students explore and evaluate the different health services available in their local community. They examine how a connection to their local community can influence the health and wellbeing of others.</p> <p><u>PE – How can I move with my community?</u> Students develop specialised movement skills and apply them in movement sequences in response to different stimuli. They participate in physical activities that have strong cultural connections with their community.</p> <p>Students will be completing an 8-week swimming program through Auburn Aquatic centre.</p>
<p>Creative Arts</p>	<p>Students will be introduced to the techniques of printing using recycled Styrofoam.</p> <p>Students will complete a study on artists who create still life paintings, drawings and other forms.</p> <p>Students will Perform and interpret dances from particular contexts using Non-Locomotor Movements, Isolation of body parts, Movement and music and mirroring.</p> <p>Students will be working with improvisation and mime.</p>

Students will be working with the elements of drama.

Students will be performing reader's theatre based on the fairy tale Rapunzel.