Welcome back to school for Term 3!

Thank you to those of you who made time to speak with us about your child’s progress during Semester 1 at the parent teacher night - we appreciate your time, concerns and suggestions. If you could not make it on the night and would still like an interview please contact the school office or your child’s teacher to make an appointment.

Over the page we have included a summary of our topics and learning focus for Term 3. If you have any questions or comments please let us know.

Term 3 Information and Reminders

**AFTER SCHOOL SUPERVISION:** As of Tuesday 15th July, Year 5 teachers will supervise students for afternoon pick-up on a rotational basis. We will be in the usual area in front of the canteen. If your child’s class teacher is not on duty, please let one of the other Year 5 teachers know that your child is leaving for the day.

**LIBRARY BORROWING:** Please ensure that your child brings their library bag to school each Thursday for their library day. It is expected that all students will borrow an appropriately levelled book of their choice to read throughout the week.

**SPORT:** Our sport day is on Friday. Students will be participating in games and developing their fundamental movement skills.

**UNIFORM:** Please ensure that your child is wearing full winter uniform every day (except Fridays). Students not wearing correct uniform will be referred to Mr. Rufo. Students are also expected to have the appropriate hair styles for school- girls need to wear their hair up if it is past their shoulders. Appropriate school shoes should be wore and kept polished all year.

**STATIONERY:** All students are expected to come to school prepared with the necessary stationery. This includes: blue & red pens, lead pencils, ruler, eraser, glue, highlighters and coloured pencils contained in an appropriate pencil case. These items are essential.

**TISSUES:** Thank you for the tissue boxes you have supplied for our runny noses. Please remember to send a box of tissues for Term 3.

**A NOTE ABOUT READING:** By Year 5, reading should be an enjoyable daily activity at school and at home. Reading includes: reading silently, reading aloud, reading to a parent, a parent reading to a child, reading books, magazines, newspapers and electronic texts like e-books or web pages. Of course you and your child don’t need to do all of this, but some extended reading, (at least 20-30 minutes), should be happening each day. If you are having difficulty achieving this please let us know.

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**Special dates to remember this term:**

- Week 6, August 22 – Excursion to Monkey Baa, to watch a play called ‘I Am Jack’
- Week 7, August 25 - Sports Carnival
A NOTE ABOUT MATHEMATICS: Students in Year 5 should be working on their Mathematics concepts after they are being taught in class. Students are encouraged to take their books home and revise on topics, as well as concepts like times tables and counting on and back, that were taught in previous grades.

Term 3 Curriculum Summary – Year 5 - 2014

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>FOCUS/TOPIC</th>
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| Religion      | • Assyrian Church of the East hymns and traditions  
|               | • Connect Program – Having Faith in God |
| English       | Reading:  
|               | • Reading strategies for fluency and accuracy  
|               | • Comprehension Strategies: Predicting, Clarifying, Questioning, Summarising & sequencing  
|               | • Levels of questioning: literal, inferential and thinking/feeling  
|               | • Levelled reading groups  
|               | • Lexia  
|               | • ‘My Place’ by Nadia Wheatley & Donna Rawlins  
|               | • ‘The Whales Song’ by Dyan Sheldon & Gary Blythe  
|               | Writing:  
|               | • Structure, grammar and purpose of informative texts.  
|               | • Structure, grammar and purpose of imaginative texts - poetry  
|               | • Writing process: planning, drafting, editing publishing  
|               | • Spelling  
|               | • Sentences, grammar and punctuation  
| Mathematics   | Go- Maths Program  
|               | Number:  
|               | • Interpreting Amounts Left Over  
|               | • Making Estimates  
|               | • Working with Three- and Four-Digit Dividends  
|               | • Dividing the Parts- Dollars and Cents  
|               | • Splitting Three and Four-Digit Dividends  

Year 5 students outside Parliament House in Canberra
<table>
<thead>
<tr>
<th>Using Place Value</th>
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<tbody>
<tr>
<td>Comparing Tenths and Hundredths</td>
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<tr>
<td>Using Relative Position to Round Decimal Fractions</td>
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<tr>
<td>Working with Thousandths</td>
</tr>
<tr>
<td>Ordering Decimal Fractions</td>
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<tr>
<td>Reading and Writing Times</td>
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<tr>
<td>Relating Units of Time</td>
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<tr>
<td>Reading and Interpreting a Digital Timetable</td>
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<tr>
<td>Constructing and Reading a Timeline Involving Centuries</td>
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<tr>
<td>Reading a Timetable</td>
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<tr>
<td>Adding Two and Three Digit Numbers</td>
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<tr>
<td>Adding Four-Digit Whole Numbers</td>
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<td>Adding Three or More Decimal Fractions</td>
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**Patterns & Algebra**

- Working with Number Patterns
- Working with Geometric Patterns
- Working with Square Numbers
- Using Number Patterns to Calculate
- Relating Square and Triangular Numbers

**Measurement**

- Measuring to Find Perimeters of Quadrilaterals
- Developing Rules to Find the Perimeter of Rectangles
- Comparing Areas of Polygon
- Investigating Areas of Rectangles
- Exploring Volume
- Reading and Writing Times
- Relating Units of Time
- Reading and Interpreting a Digital Timetable
- Constructing and Reading a Timeline Involving Centuries
- Reading a Timetable
- Reading and Writing Times
- Relating Units of Time
- Reading and Interpreting a Digital Timetable
- Constructing and Reading a Timeline Involving Centuries
- Reading a Timetable
- Adding Two and Three Digit Numbers
- Adding Four-Digit Whole Numbers
- Adding Dollars and Cents
- Adding Two Decimal Fractions
- Adding Three or More Decimal Fractions
- Solving Problems Involving Length
- Working With Fractions of a Litre
- Working With Fractions of a Kilogram
- Introducing the Tonne
- Working with Mass over 1000 Kilograms
Data
- Interpret a column graph
- Constructing a column graph
- Introduction to line graphs
- Constructing a line graph
- Exploring Pie Graphs

Space & Geometry
- Using Angle Testers to Describe Amounts of Turn
- Developing Rules to Find the Perimeter of Rectangles
- Comparing Angles
- Identifying Angles – One Angle Arm
- Identifying and Naming Triangles – Length of Sides
- Interpreting Maps – Using Conventions
- Representing Location Using Scale
- Introducing Co-ordinate Grids
- Introducing the Tonne
- Working with Mass over 1000 Kilograms

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<tr>
<th>Human Society &amp; its Environment</th>
<th>Study of a Cultural Group: Bali</th>
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<td></td>
<td>This unit provides opportunities for students to develop understanding and appreciation of traditional Balinese culture and how it has changed as a result of interactions with other cultures.</td>
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<th>Science &amp; Technology</th>
<th>Food for the Tuckerbox</th>
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<td>Students explain how production and preservation processes have changed over time and model systems used to manufacture products and provide services.</td>
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Students independently develop questions for scientific investigation, conduct scientific investigations based on fair testing and collect, record and analyse the resulting data. They identify trends in data, evaluate findings and prepare possible explanations. Students use, select and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of investigations.

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<th>Personal Development, Health &amp; Physical Education</th>
<th>You Can Do It – Persistence and Confidence</th>
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<tr>
<td></td>
<td>Games and sports - Basketball</td>
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<td>Friday is sport day for all Year 5 classes.</td>
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<th>Creative Arts</th>
<th>Dance</th>
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<th>Assyrian</th>
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<tr>
<td></td>
<td>Writing in Assyrian</td>
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Thank you for your ongoing support,

Mrs Feil
Year 5 Grade Facilitator