1st February 2017

Dear Parents and Carers,

At our school, the past practice has been to have an Information Evening early in Term 1 where teachers provide information to the whole class/grade of parents. This year we are changing that practice. In lieu of the Information Evening, the following are being implemented:

1. Accompanying this letter is an “About My Child” form. We ask you to complete this form, detailing your hopes and expectations for your child as well as their positive characteristics, special abilities, areas of need etc. In this way we hope to come to better understand your child.

2. Also accompanying this letter is the Term 1 Overview for your child’s year. The Overview helps you understand what your child is learning in class. Much of what is in the Overview is what was previously shared at the Information Evening.

3. We also invite you to make a time for a 1-1 meeting with your child’s teacher. This is not compulsory but an invitation if you wish to meet the teacher and share any other information that you believe is important for us to know. There may be some information you would like the teacher to know that may be difficult to explain on the “About My Child” form.

In summary, please complete the “About My Child” form and return it ASAP. Please Use the Term 1 Overview to be aware of what your child is learning. And, if you wish to meet for 10 minutes with your child’s teacher, please contact them to organise a mutually convenient time and day in the first few weeks.

We hope that these changed practices facilitate deeper communication about your child’s needs and what is happening in their classroom.

Sincerely,

K. Williams
Kevin Williams
Principal

P.S. We are open to your opinion of the effectiveness of the changed practice. Please let us know what you think.

Vision/Mission Statement

“Empowered by the Spirit, we at St Mary’s live, learn and grow as disciples of Jesus in a nurturing Catholic Community.”
Term 1 2017 Subject Overview

Year 5

The following is a brief summary of the topics children in Year 5 will be learning about this term. Topics will not necessarily be taught in the order given below.

Religious Education

Land, People, Spirit – In this unit, students will explore Aboriginal spirituality and its connections with Catholic spirituality. In an Aboriginal way of being, everything is connected - land, people and spirit. Aboriginal people ‘learn to be’ largely within their relationship with the land through which they express themselves physically, intellectually, emotionally and spiritually.

Lent to Easter

In this module students will explore the purpose of the Lenten practices of almsgiving, prayer and fasting, exploring the themes of Lent and Easter in a creative and integrated way. Students will be encouraged to reflect on Lent as an opportunity for conversion, not just as a temporary measure but as life changing.

English

Speaking and Listening
Group Work and Class Discussions
Following Verbal Instructions
Sharing Ideas

Reading
Comprehension Strategies – Predicting, Creating Images, Skimming and Scanning, Cause and Effect and Summarising
Reading for meaning
Fluency when reading

Writing
Imaginative and Persuasive texts
Spelling – Plurals, Prefixes, Suffixes, Homophones and homonyms
Sentence Structure and Punctuation
Grammar – Noun Types, Verbs, Adjectives, Adverbs, Conjunctions and Connectives

Mathematics

Read, write and order (smallest/largest) numbers of any size
Record numbers of any size using expanded notation (eg. 49 321 = 40000 + 9000 + 300 + 20 + 1)
Use efficient mental and written strategies for addition and subtraction
Use estimation to check answers to calculations
Find missing numbers in number sentences involving multiplication or division on one or both sides of the equals sign (eg. 5 x ? = 30 - 10)
Use a range of mental and written strategies to multiply numbers
Interpret remainders in division problems
Use a range of mental and written strategies to divide numbers, including problems that result in a remainder
Solve word problems and record the strategy used
Recognise the need for formal units to measure angles
Estimate and measure angles in degrees (up to 360°)
Make angles using a protractor (up to 360°)
History/HSIE
Students learn about colonial Australia in the 1800s, the founding of British colonies and the development of a colony. They learn about what life was like for different groups in the colonial period, significant events and people, political and economic developments, social structures and settlement patterns, the discovery of gold, applying a variety of skills of historical inquiry and communication.

Bathurst Goldfields Excursion – March 23rd and 24th

Science and Technology
Students will investigate the properties of solids, liquids and gases and how their states of matter change under different conditions.

Creative Arts
Art – Collages, Mixed Media and Foreshortening

PDH and PE
PE – Cricket and Oz Tag/Touch Football

Library
As well as our weekly borrowing, Year 5 will be examining how to work on projects and assignments using the NSW Board of Studies Information Skills Process. The children will make a book mark outlining key steps in making a project manageable, as well as evaluating information sources on the web. We will examine each step of the process and what we need to do at each point. We will apply the 5W’s of website evaluation to search for online information sources as safely as we can and assess the relevance and reliability of each source for our project or assignments.

Languages
In Year 5 students will continue to learn Italian with Gioia DiDonato.

Teachers: Mr Whiteford, Mrs Doyle and Miss Snelgrove
“About My Child”

We would appreciate your assistance in the completion of this questionnaire which will enable us to gauge how we can work together to maximise your child’s learning this year.

Child’s Name: ______________________________________
Child’s Class: ______________________________________

1. Hopes and expectations for my child:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

2. Areas in which I feel my child needs further development:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. Positive qualities I see in my child:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

4. Special interests/abilities of my child:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

5. Special circumstances/comments:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

Signed: _______________________________________(Parent/Guardian)