

# Year 5, 2023

## Term 3



Welcome to Term 3. We hope you have all enjoyed your break and, like us, are looking forward to another busy term of teaching and learning

We are happy to answer any of your questions before or after school. If you need to have a longer discussion, please make an appointment to see us by sending a note or contacting the office.



## Save the Date...

### August

**Week 4 - Book Week**  
Mon 7th - *Book week celebration*

Tues 8th - *Feast of St. Mary MacKillop*

Thurs 10th - *Illustrator visit: Mick Elliott*

### August cont.

**Week 5**  
Tues 15th - *Feast of the Assumption*  
Mass @ 10:15am

### September

**Week 7**  
Fri 1st - *Father's Day Celebration*  
Mass @ 10:15am

**Week 8**  
Tue 8th - *Yr5 Excursion: Factors That Shape Places (Ku-ring-gai National Park)*

# Subject Overview

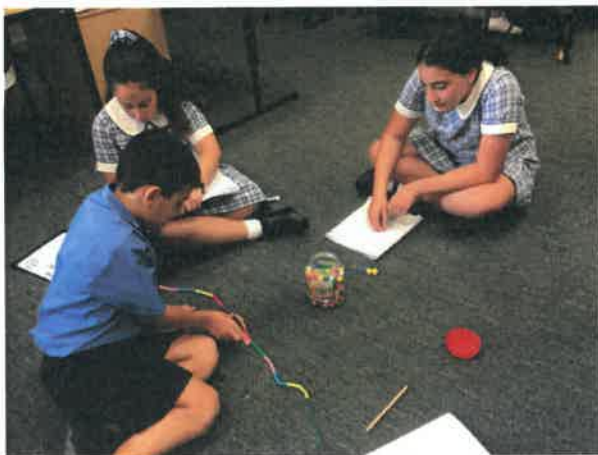
The Subject Overview will give you a sense of what your children will be focusing on in class. These could be the things you talk to your child about through the term.

## Religious Education

This term will begin with a two week focus on the OLMC Feast Day and the role of the prophet Elisha in the origins of the Carmelite order.

Our second focus of the term is 'How do we, as members of the Church, guided by the Holy Spirit, honour Mary and serve God and others as She did?'

The students will be working to develop an understanding and appreciation of the Church as being led by the Holy Spirit, as honouring Mary and as having a life and mission in which individuals are called to various ministries of services.



## English

Students will be studying the different language features and text structures of different poems during weeks 1-4 of Term 3. They will also focus on who might be the intended audience of established poems and also compose their own poems for an intended audience.

Students will write their own autobiographies during the second topic of the term. They will write about their own personal experiences and attributes that contribute to their development of their own personal identities.

## Mathematics

During Mathematics this term, warm-ups will be based around mental strategies linked with counting, place value, addition, subtraction, multiplication and division.

Students will continue to be challenged mathematically through rich, open ended tasks where they will learn to transfer their knowledge across the following topics: Two-dimensional shapes and three-dimensional objects, angles, positioning, time and volume.





# Subject Overview cont.

## Science and Technology

Science and Technology will not be covered in Term 3 to allow thorough exploration of our Geography unit. Science and Technology will be covered in Term 4.



## Creative Arts

Students will be exploring, analysing and creating artworks that showcase different techniques that audiences can appreciate in an artwork.

Early in the term students will create perspective artworks that use shading and linework to make their images look more realistic. They will experiment with shadowing and dimension to create a real world likeness of a landscape image.

Students will also be expressing themselves in artwork through the use of bold colour choices and different patterns to produce different types of pop art.



## History & Geography

Our Geography inquiry unit for Term 3 is 'Factors that Shape Places.' Students will investigate how people change the natural environment in Australia and other places in the world.

The unit will be further explored during the English unit and its focus on informative texts. Students will explore the impacts that bushfires have on Australian people, places and environments and propose ways to reduce the impact of bushfires in the future.

## Personal Development, Health and Physical Education

Our focus in Health this term is on exploring how we can create a healthy lifestyle for ourselves and other around us.

Students will investigate questions such as:

- How responsible am I for my own and others' health, safety and wellbeing?
- What actions positively influence the health, safety and wellbeing of my community?
- How does a healthy, safe and active lifestyle enhance connection with others?

We will also have class sport sessions each Monday with a focus on skill development while participating in a variety of games using co-operative skills and strategies.

# General Information

## Homework

Homework recording sheet and explanation was shared with the children in Week 2 of the term. All activities are recorded on a Google doc. The students are expected to record their reading, Studyladder tasks and number fact focus each week. Parents are asked to sight the recorded work and initial each section. Research tasks are set for a number of weeks. The students will be given a specific time frame to complete these tasks and need to keep track of this to help develop their time management skills. They will need to bring their completed task to school on a given date to share with their peers.

## Sport & Creative Arts Day

Sports uniform needs to be worn on *Monday and Wednesday*.



## Library Day

Library borrowing takes place each *Friday*.

## BYOD Devices

Please remind your child to bring their iPad or Chromebook to school each day **fully charged**. Their devices will be used every day in many of their learning activities and it is important that they have enough charge to last a full day of use.

*All students need to bring a set of headphones or earphones* to school to use with their device. These can be left in their tubs or brought back and forward to school each day.



## Stationery

Please check your child's stationery regularly to make sure all supplies needed are there.

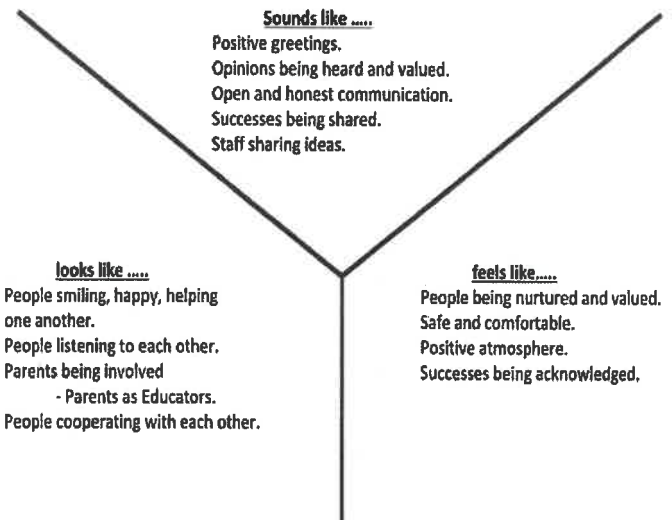


# OLMC PASTORAL CARE

## OUR COMMITMENT

Our shared commitment:

- maintaining a supportive environment which is inclusive of all its members.
- promoting clear and open communication within all groups in the school community.
- developing a climate in which mutual respect is valued, acknowledged and experienced.
- providing a safe and happy learning environment in which children and staff experience success, gain respect and celebrate their talents.
- celebrating the richness and diversity of each child's and staff member's talents, gifts and achievements.



## RESOLVING ISSUES

There are times that children will encounter problems during their social interactions and learning situations. We use the following script to provide children with the skills to be able to resolve their problems independently and provide support when it is required.

You may also find this useful:

### Resolving Issues

1. Listen to your child - ask 'Did you tell the teacher?'
2. Come and talk to your child's teacher - Seek to understand, ask 'What happened? How was it handled?'
3. If you still have concerns arrange to meet the stage leader, then assistant principal then principal

### Remember:

- There is always more than one side to the story
- School staff will make mistakes sometimes

How will teachers respond to issues raised by children?

### Teacher Script For Dealing With Student Issues

When dealing with an issue on the playground or in the classroom the teachers will ask the children the following questions to help them solve the problem:

1. What is it that you need my help with?
2. What have you done to try to sort out the problem yourself?

Depending on the situation one of the following questions may be the follow up:

- a. What would you like me to do about it?
- b. Would you like me to suggest something that you could try? I will watch you while you try it?
- c. It sounds like you need my help, let's go and sort it out.

## COMMUNICATION CHANNELS

The following procedures are in place to provide structures for the effective communication of issues and concerns.

1. Parents are advised to make an appointment with the class teacher through the school office or via email to discuss any issues.
2. If further assistance is required, parents are advised to make an appointment with the Stage Coordinator in the first instance, then the Assistant Principal then Principal. Parents will be asked if they have followed these communication pathways.
  - Early Stage One (Kindergarten) Coordinator: Miss Therese Coutinho
  - Stage 1 (Yr 1-2) Coordinator: Miss Therese Coutinho
  - Stage 2 (Yr 3-4) Coordinator: Mrs Abigail Diaz (Acting Religious Education Coordinator)
  - Stage 3 (Yr 5-6) Coordinator: Miss Deborah Osei-Adomako

# FOSTERING VALUES OF IMPORTANCE

At Our Lady of Mount Carmel, we recognise and affirm children for their efforts and achievements in academics, school spirit, Christian attitude and behaviour. Our reward systems have been established to support our teaching and learning which assists children to become responsible for their own actions. We emphasise the development of leadership skills with a focus on each individual's strengths and interests.

## WHOLE SCHOOL REWARD SYSTEM: STAR CARDS

**Star Cards:** Star Cards reflect our encouragement of students to be safe and respectful learners. They are an incentive and acknowledgement of positive attitudes and behaviour both inside and outside the classroom. When a child receives a Star Card it cannot be taken away from them for poor behaviour.

**Star Cards are accumulated and acknowledged in the following way: Students receive**

**For 15 Star Cards** – a Bronze Award from their class teacher.

**For 30 Star Cards** – a second Bronze Award from their class teacher.

**For 45 Star Cards** – a Silver Award from their class teacher.

**For 60 Star Cards** – a second Silver Award from their class teacher.

**For 75 Star Cards** – a Gold Award, which is presented at Monday morning assembly and a special mention in the Newsletter.

**For 90 Star Cards** – an Opal Award, which is presented at Monday morning assembly and a special mention in the Newsletter.

**For 120 Star Cards** – a Platinum Award, which is presented at Monday morning assembly and a special mention in the Newsletter.

**For 150 Star Cards** – a Principal's Award, morning tea with the Principal and a special mention in the School Newsletter.

**For 210 Star Cards** – a Diamond Award, which is presented at Monday morning assembly along with a lapel pin and a special mention in the Newsletter.

**Once children attain a Diamond Award the system restarts.**

**Class/Stage Rewards:** Classes and stages may tally the number of Star Cards achieved by the group to work towards achieving a set target. When the target is achieved the teachers grant a reward day/session. The reward is decided by the class/stage with their teacher. Rewards may include things like a mufti day, a walk to a local park for a play session, watching a movie or a fun day. Parents will be informed when rewards occur.

**Please Note:** that there may be a delay in when your child reaches their star card award target and the receipt of the certificate at assembly. This does not happen instantly.