



Our Lady Help Of Christians Term Three 2025 Overview

Year Level: Five

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Over the term, the students will be working towards the learning outcomes and concepts outlined below.

RELIGIOUS EDUCATION

This term, students will explore the theme A Community of Faith: Social Justice. Through the teachings of the Beatitudes (Matthew 5:1–12 and Luke 6:20–26), students will reflect on how we are called to serve others in our local, national and global communities. They will learn about individuals who live out their faith through acts of service and justice, and consider how they too can contribute to building a fair and compassionate world. Students will develop their understanding of what it means to be part of the Church and other faith communities, and reflect on their own responsibilities in helping to create a just and inclusive society.



ENGLISH

READING & VIEWING

The students will be:

- analysing the text structures and language features used in poetry, biographies and narratives
- developing comprehension strategies including inferring, making connections, predicting and questioning.

WRITING

The students will be:

- planning, drafting and editing poetry, biographies and narratives
- looking in detail at the structure and language features of poetry, biographies and narratives
- organising their thinking and ideas for writing by using a Writer's Notebook
- creating an editing criteria focussing on sequence, punctuation and spelling
- practising fluency, style and correct letter formation when handwriting
- using a range of strategies to spell more complex words.



SPEAKING & LISTENING

The students will be:

- creating a variety of sequenced texts for different purposes and audiences
- planning and presenting a text using multimodal elements.

MATHEMATICS

NUMBER

The students will be:

- solving multiplication and division problems
- adding, subtracting and multiplying by decimals
- adding and subtracting fractions
- solving problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts
- solving practical problems involving rational numbers and percentages
- choosing operations and using efficient mental and written calculation strategies,
- solving problems involving addition and subtraction of fractions
- interpreting, comparing and ordering numbers with more than two decimal places, including numbers greater than one.

MEASUREMENT

The students will be:

- choosing appropriate metric units when measuring the length, mass and capacity of objects
- constructing a grid coordinate system that uses coordinates to locate positions with a space,
- using coordinates and directional language to describe position and movement
- estimating, constructing and measuring angles in degrees, using appropriate tools.

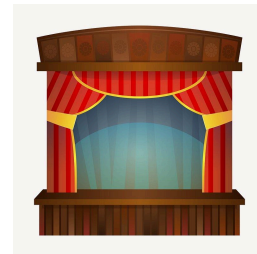
INQUIRY

COMPELLING QUESTION: What makes a great production?

The students will be using the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. Students will practise specialised movement skills and apply them in a performance setting. They will explore how participating positively in groups and teams by encouraging others and negotiating roles and responsibilities is beneficial towards achieving a goal.

UNDERSTANDINGS:

- Stories can be told in different ways.
- Performances are often the result of different people collaborating.
- There are many ways to communicate using sounds, bodies, words and images.
- The Performing Arts inspires people to be creative and express themselves.



PHYSICAL EDUCATION
Mr David Witchell

In Term Three students in Year Five will focus on Athletics in preparation for the Brunswick District Athletics Carnival. They will learn new skills and will participate in running, jumping and throwing activities.



The students will focus on ball skills and will continue to develop their skills in small groups and modified games. Students will focus on basketball, soccer and tennis skills throughout the term. During these lessons they will continue to develop their throwing, bouncing, passing, kicking and striking skills.

STEM

Science, Technology, Engineering & Mathematics
Mrs Joanna Hanson



In STEM in Term Three, the students will develop their understanding of computer science as they create sequences and loops, decompose problems and improve programs to meet specific needs. They will investigate ways of accurately describing the decisions they have made when creating a program, carry out fair tests, and develop their ability to generate and debug multiple solutions. Students will recount experiences using relevant facts and descriptive details. This will help them to improve their communication skills.

VISUAL ARTS
Ms Maegan Whiteley



In Term Three, Year Five students will explore visual storytelling through creating Indonesian shadow puppetry (Wayang Kulit). They will learn about the cultural origins of this traditional art form and how it uses light, shadow and movement to tell stories. Students will design and construct their own puppets. This work will support the whole school production, helping students develop visual ways to represent personality, emotion and narrative on stage. Students will explore visual communication through street art and stencilling. Inspired by artists like Banksy, they will examine how public art can express strong messages about the world. Students will design bold symbols or phrases, create their own stencils, and experiment with sponge techniques to produce artworks that communicate a message to the viewer.

ITALIAN

Mrs Angela De Francesco



Students will be working in partner groups to select and perform a short script/scenario which is familiar to them. They will be encouraged to acquire and use new vocabulary relevant to daily life in their scripts.

Students will work collaboratively with their partners to present their role play using clear pronunciation and expression.

SOCIAL and EMOTIONAL LEARNING (SEL)

In Term Three, our focus on Social-Emotional Learning (SEL) includes explicit lessons centred around the Positive Behaviour for Learning Matrix. These sessions are designed to empower students to master the specific behaviours outlined in our matrix. Through interactive activities and guided discussions, students will not only understand how these behaviours shape our learning environment but also recognise their role in shaping our collective identity as a school community. Guided by the overarching question, 'What character strengths will help me be the best performer?', we will explore key principles from the Resilience, Rights and Respectful Relationships curriculum, with a focus on character strengths that connect meaningfully to our school production.



COMPELLING QUESTION: What character strengths will help me be the best performer?

UNDERSTANDINGS:

Understanding the difference between talents and character strengths helps me focus on what I can develop through effort.

Recognising character strengths in others can inspire and help me improve my own.

Setting goals is a powerful way to strengthen and grow our character strengths over time.

Working as a team with respect and empathy can improve group performances, and create a positive environment.

TIMETABLES

Library Borrowing

5H & 5B: Monday

STEM	TUES
ITALIAN	THURS
PHYSICAL EDUCATION	TUES
VISUAL ARTS	THURS

Seesaw

Have you downloaded the Seesaw App onto your device to be informed about your child's learning?
Please contact your child's class teacher to gain access.