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# GRADE 5

# Classroom

TERM ONE NEWSLETTER WEEK 6

## Earth's Place in Space



In Science, we are learning about Earth's place in space. We are observing and exploring patterns in the sky to develop an understanding of how these patterns relate to days, months and years. Through our exploring, we discovered that a leap year occurs every four years because of the fact that the amount of time it takes Earth to orbit the sun is slightly more than 365 days. We enjoyed creating orreries (moving models) of how we think the Earth, Sun and Moon move in relation to each other.



## ENGLISH

### Writing - Narrative

We have been learning the elements of a narrative text in order to effectively compose our own engaging narratives. *Narrative* is a text type that encompasses many different genres including fairytale, fable, myths and legends, science fiction, fantasy and many more. We have been learning about the structural and language features found in narrative texts. Some core structural features include: setting/orientation, problem, solution and an ending. Some language features include: adjectives, dialogue, figurative

language (personification, similes, metaphors, hyperbole, etc.). We are very excited to continue our learning and publish our completed texts this term.

### Reading - Questioning

We are learning how to question the text to make meaning of texts. By asking *thick* (those that make you think-no quick answer) and *thin* (those that have a quick answer) questions we can deepen our understanding of a text.

### Spelling - Base Words

We have been learning to identify base words within words. Our ability to recognise base words can support us in being able to correctly spell a word.

Example: The word *reasonable* is made up of the base word *reason* and the suffix *able*. Once these parts of the word are identified, spelling the word can become more achievable.

## Religion

As we began and continue on our path through the Lenten season, students have identified ways in

which they can journey with Jesus. Students have explored what is meant by the terms 'give', 'repent' and 'fast'. With their understanding of

these terms, students were then able to establish some goals based around what they can do without and what they can give at different times throughout Lent.



## *Race Around Australia*

Grade 5 students are very busy planning to race around Australia visiting the capital city in each state and territory. The challenge? Can students complete the journey in less than 24 hours using only the service of commercial airlines? As students take on the challenge and begin their investigations we are all anticipating the results and often ask ourselves, “is this possible within a 24 hour time frame?” As students have begun the initial planning stages, they have learnt how to identify and use map references. In order to complete their maps of Australia, students read and interpreted coordinates to locate and plot the position of the capital cities. They marked in the major and intermediate compass points on their maps to help identify the direction of their flights. With their maps ready for use, students then made predictions of the best (most efficient) route before consulting flight schedules of various airlines to collect information including arrival and departure times (in 24 hour time) and flight durations for each stage of their journey. Stay tuned to find out the results of the investigations.

## *The Australian Colonies*

We have been learning about the establishment of British colonies in Australia after 1800. To provide a foundation for our learning we began by exploring life in Britain in the late 1700's. We learnt about the effects that the industrial revolution had on the lives of people in London. We discovered records of crime and punishment from this time and found that convicts were sent to Australia to carry out their time as prisoners and made to work, putting their skills to use in developing Australian colonies.

## *Reminders*

Thank you to all who were able to attend the Parent Information Night. For those who were unable to attend, I invite you to come into class and collect a copy of the presentation for your own reference.

‘*Getting to Know Your Child*’ evenings are fast-approaching and I look forward to meeting with you, as we continue to work together with a common goal of providing your child with the best possible learning opportunities.

Thank you for your co-operation in supporting our routines and learning environment.

Rachel Bryan

## *Visual Art*

We have been developing our skills in using pencils in our artworks. We have been learning to blend colours using pencil techniques to display smooth transitions between colours. The technique requires us to apply varying degrees of pencil pressure. We also need to spend more time colouring/working particular areas to create the desired effect.

