


Term 4, 2026 Term Overview

## WELCOME

Welcome back to Term 4! We are excited to be back and are ready for another term of learning with the Year 5 students! Please remember to send a sunsmart hat and drink bottle to school every day. Also, a reminder to families to please label all belongings, especially jumpers, jackets and lunch boxes. Our Year 5 students will also have the opportunity to run for School Captain for 2027, with the successful candidates to be announced in the second half of the term.

Please don't hesitate to contact us via email if you have any questions or would like to discuss your child's learning or wellbeing. Sophie Apps (sophie.apps@ed.act.edu.au), Rachel Gubler (rachel.gubler@ed.act.edu.au)

## ENGLISH

This term, students will continue *Spelling Mastery* as part of our English program, building their ability to spell accurately through understanding rules, recognising patterns, and applying phonetic knowledge. They will also continue to refine their reading skills, developing smooth, accurate, and expressive reading that supports comprehension and enjoyment.

Our novel study this term is ***The Last Bear* by Hannah Gold**, set in the remote Arctic. The story follows an 11-year-old girl who forms an unexpected bond with a polar bear and devises a daring plan to save it. Students will explore themes of friendship, empathy, climate change, and environmental conservation. Using evidence from the text, students will identify key ideas and use a Single Paragraph Outline (SPO) to summarise sections of the novel. At the sentence level, students will learn to switch the position of dependent clauses within sentences to improve fluency, variety, and emphasis. They will also use connectives for addition (e.g. *and, also, furthermore*), contrast (e.g. *however, although, on the other hand*), and cause and effect (e.g. *because, therefore, as a result*) to link ideas clearly across sentences. Students will then apply persuasive writing techniques, including rhetorical questions, presumption, flattery, authoritative sources, and subtle warnings, to write a persuasive letter advocating for polar bear protection. The letter will follow a formal structure, including an address, date, title, greeting, introduction, three body paragraphs, and a conclusion. Students will then present their letter to the class, focusing on public speaking skills, including clear expression, effective use of voice (pace, volume, and tone), and confident body language. We will finish the year with a poetry unit focused on ***I Wandered Lonely as a Cloud* by William Wordsworth**. Students will explore poetic structure, including stanzas, rhyme scheme (ABABCC), and language features such as adjectives, alliteration, personification, and sensory language. They will examine how meaning is created through the poet's description of a field of daffodils and the speaker's emotional response to nature, both in the moment and in memory. Students will analyse themes of nature's beauty, memory, and the impact of the natural world on human emotion, as well as the poet's purpose in exploring the connection between humans and nature. They will then apply this understanding to write their own poem focused on the beauty of nature.

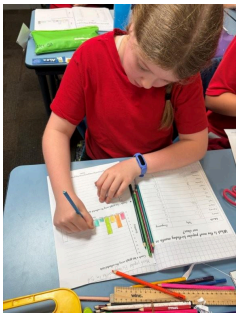
Students will continue to engage in regular retrieval practice through our 'Literacy Review', helping them strengthen and retain what they have learned in spelling, reading and writing.

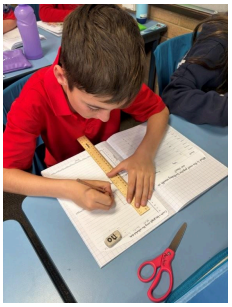
## MATHEMATICS

**Measurement**
In this unit, students will explore different units of measurement, with a particular focus on understanding the difference between volume and capacity. They will use formal units of measurement to calculate the volume of 3D objects and measure the capacity of containers.

**Probability**
Towards the end of term, students will explore chance and probability through hands-on experiments. They will collect data, list possible outcomes, and describe how likely results are to occur. Students will learn to recognise and compare equally and unequally likely outcomes, using everyday language to explain their reasoning.

**Symmetry and Transformations**
Students will explore how shapes move and fit together by performing and describing transformations: flips (reflections), slides (translations), and turns (rotations). Through hands-on activities, they will identify line symmetry and rotational symmetry in 2D shapes and everyday objects. Students will describe the visual outcomes of these movements and use geometric language to explain their reasoning.





## UNIT OF WORK

**Business & Economics**
Students will be learning about resources and how they are used to meet our everyday needs and wants. They will explore where resources come from, how we use them, and why making good choices about resources is important for people and the environment. Students will also practise using evidence to explain their thinking and draw simple conclusions about real-world situations.

**Civics & Citizenship**
Students will explore what it means to be an active citizen in Australia. They will learn about democracy, voting, laws, and the rights and responsibilities of individuals in the community. Through hands-on activities, discussions, and group projects, students will investigate how decisions are made fairly, how laws protect people's rights, and the important role volunteers and community members play in supporting society.

**SEL - Rights, Resilience and Respectful Relationships Program**
Students will critically examine healthy, respectful and equitable relationships, focusing on positive and negative uses of power and active respect in peer relationships. They will explore how attitudes, behaviours, gender expectations and power dynamics can influence interactions with others. Students will evaluate how gender inequality and disrespectful behaviours can contribute to harm and examine the influence of peer norms and social expectations on behaviour. They will develop strategies to promote respect, fairness and inclusion, and apply skills to challenge disrespectful attitudes and behaviours in a range of contexts. Through discussion, reflection and real-life scenarios, students will build the confidence to act as upstanders and contribute to creating safe, respectful and inclusive relationships.

## SUPPORTING LEARNING AT HOME

**Literacy**
- Get your child to read aloud to you at home and ask them questions related to their book. The reading fluency booklet from last term is a great resource to use for this activity!
- Practise handwriting and typing skills (TouchTyping account).

**Mathematics**
- Daily 10 (online resource)
- Review multiplication and division fluency facts up to x12

**HASS**
- Have a conversation about how your family makes decisions about spending money. Discuss how you decide between needs and wants, or how you might save for something special.
- Choose something fun to vote on as a family. Set up a simple voting process with ballot papers or a show of hands. Discuss how voting helps people make fair decisions.

## EVENTS THIS TERM

12 Oct - Pupil Free Day
13 Oct - First day of Term 4
30 Oct - World Teacher's Day & Colour Fun Run
9 Nov - School Captain speeches
11 Nov - Remembrance Day
13 Nov - School Captain's Assembly
3 Dec - Move Up Day
4 Dec - End of Year Concert/Twilight Fair & Art Show
4 Dec - Reports Emailed Home
7 Dec - Christian Education
18 Dec - School Captain's Assembly & last day of school