

Bethany Catholic Primary School, Werribee Yr 5/6

Leadership Centre News - Term 3, 2025



Spirituality Day for our Confirmation candidates



Kolbe and Mandela Assembly

Welcome back to Term Three!

Welcome back to Term 3, what a busy start to the term! We hope you all had a restful and enjoyable break. It's wonderful to see our students return with great energy and enthusiasm for the term ahead. We look forward to a term filled with learning, leadership opportunities, and special memories.

We have lots of wonderful learning opportunities coming up this term.



Excursions / Incursions

Throughout this term, the students in Year 5 will be learning about Australian Democracy as part of their core knowledge units. As such the school has organised an incursion, 'Parliament Process' on **Friday 15th August**. They will have opportunities to bring democracy to life through hands-on activities that align with the Victorian Curriculum: Civics and Citizenship. The students will explore Australia's democratic process and gain a deeper understanding of how the Federal Parliament operates.

The students in Year 6 will be focusing on Natural Disasters as part of their core knowledge units. To support the learning, the school has organised an incursion with Wild Action on **Friday 29th August**. The Wild Action Endangered Species program incursion will complement students' learning about natural disasters by exploring how events like bushfires, floods, and droughts impact vulnerable wildlife and their habitats.

We look forward to some wonderful experiences with plenty of rich learning opportunities for the students.

Inform and Empower

This term the students will participate in an engaging, interactive live streamed Inform and Empower webinar focusing around cyberbullying. Learning this term will focus on navigating uncomfortable situations. We will explore strategies for being an upstander as well as how and where to seek help. We will also discuss the importance of consent in online interactions.



Term 3 Learning and Teaching in the Leadership Centre

Religious Education

In Religious Education, students will be exploring the Guiding Faith Question of 'In recognising that every person has been created in the image and likeness of God, what responsibility do I have to use my choices and actions to be a neighbour for all people so they are able to live with dignity and respect?' Students will explore this through the themes of Mission, Human Dignity and Responsibility.

Year 5 and 6 students will:

- examine the key points in Pope Francis' encyclical Fratelli Tutti and Laudato Si
- think critically about Pope Francis' message regarding stewardship of the environment and generate ideas of how they can action this in their daily lives
- contribute to and participate in a year level prayer time "We Are All Brothers & Sisters" to further explore how we can care for our common home, the earth.

Year 6 students will

- build an understanding that Catholic Social Teachings are the framework for building a just and peaceful society, rooted in the Gospel message and the Church's tradition
- explore Catholic Social Teachings including; Life and Dignity of the Human Person, Rights and Responsibilities, Community and Participation, Call to Family, Option for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity, and Care for God's Creation
- Use their understanding of Catholic Social Teachings by examining the life and example of St. Mary MacKillop.

English Year 5

Reading and Viewing

Year 5 students will be reading the novel 'Boy' by Roald Dahl and the core knowledge unit on 'Australian Democracy'.

Students will:

- identify aspects of texts that represent details or information about the life of Roald Dahl
- form and share opinions on a literary text, to describe relevant literary devices, text structures and language features.

Writing

During writing times students will have multiple opportunities to:

- plan, draft and publish narratives demonstrating strong language and morale of the story
- understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect.

Speaking and Listening

Students will have multiple opportunities to:

- use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience and present and justify an opinion or idea.

English Year 6

Reading and Viewing

Year 6 students will be reading the novel 'Deltora Quest' by Emily Rodda and the core knowledge unit on 'Natural Disasters'.

Students will:

- compare language choices, modality, emphasis, repetition and metaphor, and topics, themes or plots
- explain the way authors use sound and imagery to create meaning and effect.

Writing

During writing times students will have multiple opportunities to:

- plan, draft and publish narratives focusing on myths and legends
- understand how the choice of verb, tenses and a range of adverbs can expand and sharpen ideas.



Speaking and Listening

Students will have multiple opportunities to:

- use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions.

Mathematics Year 5

Throughout the term, students will continue to engage with a variety of mathematical learning experiences that focus on:

Number

- solving problems involving multiplication of larger numbers by one and two digits choosing efficient mental and written strategies
- solving problems involving division, choosing efficient mental and written strategies
- solving problems involving division expressing results as a fraction or decimal remainder
- writing numbers up to 3 decimal places into a place value chart to compare and order them
- using a number line to represent and locate decimals with varying numbers of decimal places.

Measurement

- choosing appropriate metric units when measuring the length, mass and capacity of objects
- ordering metric units from the largest unit to the smallest, for example, kilometre, metre, centimetre, millimetre.



Space

- constructing a grid coordinate system that uses coordinates to locate positions within a space
- using coordinates and directional language to describe position and movement.

Mathematics Year 6

Throughout the term, students will continue to engage with a variety of mathematical learning experiences that focus on:

Number

- using knowledge of equivalent fractions to solve problems involving addition, subtraction and multiplication of fractions
- converting between mixed numbers and improper fractions to compare
- converting between fractions, decimals and percentages to order fractions from smallest to largest.



- calculating a percentage of a quantity
- using familiar fractions, decimals and percentages to approximate calculations, such as $\frac{1}{5}$ of 514 is approximately $500 \div 5$.

Probability

- assigning probabilities using common fractions, decimals and percentages
- conducting simulations using digital tools to generate and record the outcomes from many trials of a chance experiment
- comparing frequencies of chance experiments.

Physical Education

During Term 3, students in the Leadership Centre will learn skills, rules and movements of:

- Soccer - an invasion game centered around kicking and dribbling skills
- Sofcrosse - a modified version of lacrosse, a fast paced game where students use modified sticks to catch and throw.



Parlo Italiano (I speak Italian) with Claudia Pesolilla

In Italian, students in Year 3 to 6 will:

- revise and practise the months of the year
- *learn how to ask and answer: "When is your birthday?" and say in which season it falls*
- say when their birthday is and ask others about theirs
- begin preparing for Father's Day by creating simple sentences
- be introduced to verbs in the plural forms (e.g. *we go, you all eat, we play*) to talk about fun things they do with special male figures in their lives, like dad, grandpa or uncle
- learn how we are using the different singular definite articles in Italian, such as *il, lo, la, and l'.*

We're excited to continue exploring language and culture together!

Specialist opportunities

Cycle 2 of Specialist opportunities (ending week 6):

PE Matt Capuana	Visual Arts Jo Allison	Digital Technologies Ash Hudson	Science David	Visual Arts Nat Newman	Music Natalie Killender
Kolbe Mandela		Teresa Little		Teresa Little	

Cycle 3 of Specialist opportunities (beginning week 7):

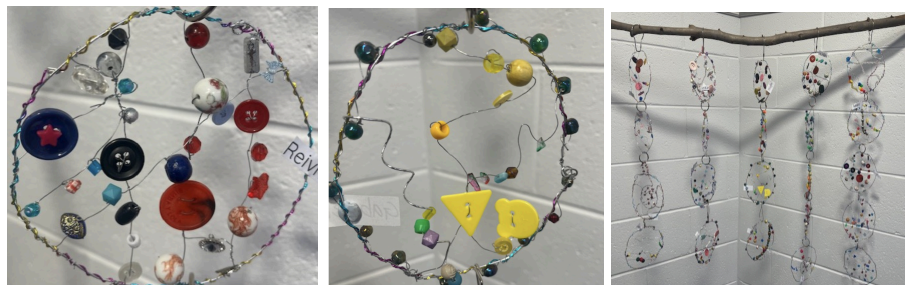
PE Matt Capuana	Visual Arts Jo Allison	Digital Technologies Ash Hudson	Science Jenna DiMuri	Visual Arts Nat Newman	Music Natalie Killender
Chisholm MacKillop		Teresa Little		Kolbe Mandela	

Visual Arts

Jo Allison

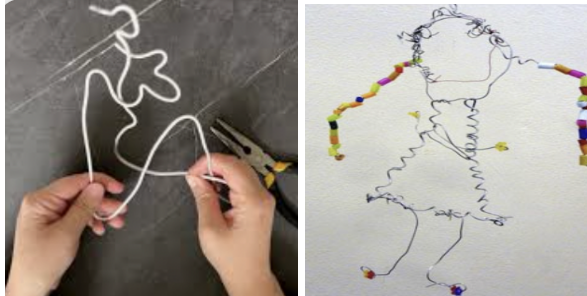
Students from [Mandela](#) & [Kolbe](#) Hub will :

- explore the Art Element of Form and Line
- investigate various wire manipulation techniques using both hands and wire tools
- construct a 3-Dimensional wire sculpture using various wire manipulation techniques.



Students from [Mandela](#) & [Kolbe](#) Hub will :

- begin to explore the Art Element of Form and Line
- investigate various wire manipulation techniques using both hands and wire tools.



Digital Technologies

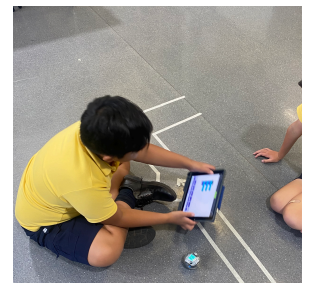
[Ash Hudson](#)

[Little](#) and [Teresa](#) Hubs will be introduced to Edison Robots and the programming software Edscratch. They will learn about the sensors, buttons and switches of Edscratch and navigate the Edscratch environment.



Students from [Chisholm](#) Hub and [Mackillop](#) Hub will:

- use Sphero BOLT robot to further develop their knowledge of computational thinking and computer programming
- learn block coding concepts and program BOLT to complete obstacle courses and play games such as mini golf and 'Pong'
- work collaboratively with peers and utilise creative and critical thinking.



Visual Arts

[Natalie Newman](#)

Students in [Teresa](#) and [Little](#) Hubs will:

- continue using papier mache techniques to build their dog sculpture
- add detail to their artwork, including texture
- finish their sculpture by adding acrylic paint.



Students in [Kolbe](#) Hub will:

- develop an understanding of the significance of dog sculptures in Aurukun culture and how they convey meaning
- build a dog sculpture using cardboard hand building techniques.

Students from [Mandela](#) Hub will have the opportunity to:

- begin learning about drawing skills by creating an artwork of a Converse shoe.



Music Natalie Kilender

Students from [Little & Teresa](#) Hubs will :

- Explore rhythm, pitch, dynamics, and expression through singing and playing
- Develop rhythm and teamwork by playing Boomwhackers, xylophones, drums, and other percussion instruments
- Investigate composers, musical periods, and historical instruments
- Practise reading notes in Treble and Bass Clefs, focusing on C Major and C Pentatonic scales
- Compose an original piece using the digital tool *Song Maker* from Chrome Music Lab, then improve it through personal reflection and feedback from peers.



Students from [Kolbe](#) Hub will :

- explore rhythm, pitch, dynamics, and expression through singing and playing
- play Boomwhackers, xylophones, drums, and percussion to build rhythm and teamwork
- learn about composers, musical periods, and instruments in history
- study classical music like *The March of the Nutcracker*
- read notes in Treble and Bass Clefs, focusing on C Major and C Pentatonic
- create music using tuned instruments, percussion, and digital tools.



Students from [Mandela](#) Hub will :

- explore rhythm, pitch, dynamics, and expression through singing, playing and group performance
- play boomwhackers, xylophones, djembe drums, and percussion to develop rhythm and teamwork
- learn about music history, including composers, periods and instruments
- study classical music like *The March of the Nutcracker*
- read notes on the Treble Clef in C Major and C Pentatonic scales
- create original compositions using tuned instruments like xylophones and boomwhackers, untuned percussion like drums and tambourines, and digital technology.



Physical Education

[Matt Capuana](#)

Students from [Kolbe](#) and [Mandela](#) hubs will continue to:

- participate in a range of fitness tests and explore their health, skill and fitness benefits with a discussion on how this can apply to their lives
- practise and apply fundamental motor skills in minor games over this time.

Students from [Chisholm](#) and [Mackillop](#) hubs will begin to:

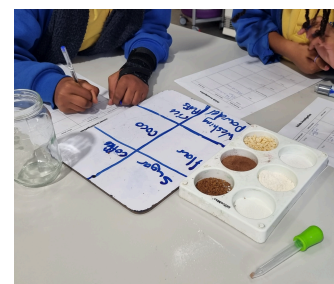
- participate in a range of fitness tests and explore their health, skill and fitness benefits with a discussion on how this can apply to their lives
- practise and apply fundamental motor skills in minor games over this time.

Science

[Jenna Dimuri](#)

Students from [Chisholm](#), [Mackillop Hubs](#), [Teresa](#) and [Little Hubs](#) will continue to:

- observe the properties of solids, liquids, and gases
- conduct experiments using the states of matter
- investigate the differences between chemical and physical changes
- use scientific vocabulary to make hypotheses and record observations.



Please contact us on the emails below for any clarification.

Educators

Year 5

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