



**Term 3, 2026**  
**Year 5 Learning Overview**



Dear Parents and Caregivers,

Welcome back to a new and exciting term of learning. We trust that our Southwell students have all had a restful break and are looking forward to the upcoming term.

This letter is to outline some of the learning opportunities that your children are involved in during Term 3.

Each week, the School has a theme that focuses on developing our character and our competencies. We introduce the theme with a message in Monday's Chapel, and throughout the week, students are encouraged to reflect and engage with it. We further discuss the theme on Wednesday at Assembly with students sharing their thoughts, and we will often display examples of great role models.

The themes for this coming Term are:

Week 1 **Being a Team Player**

Week 2 **Being Courteous**

Week 3 **Being Encouraging**

Week 4 **Being Optimistic**

Week 5 **Being Purposeful**

Week 6 **Being Grateful**

Week 7 **Being Tolerant**

Week 8 **Being Reliable**

Week 9 **Thinking Positively**

### School Calendar

Click [HERE](#) for the Term 3 School Calendar. Please note this is updated regularly.

### Week Ahead

It is important that you look out for The Week Ahead in your inbox every Friday and read it carefully, as it contains important information about what is happening and when.

### Learning Conferences - Week 3, Term 3

The purpose of this Learning Conference is for your child to share their learning and goals with you. You may also wish to review your child's report. With this in mind, please bring your child's report with you. Further details regarding booking a learning conference will be emailed shortly.

Please do not use classroom teacher slots to book interviews to see your child's Maths teacher. If you wish to speak with these teachers, please email them directly to arrange an alternative time.

Please note:

- There will be no after-school sports practices this week.
- All Year 3-8 children attend their conferences.
- Conferences are 10 minutes. If you would like to spend some time with your child's teacher without your child present, please mention this to the teacher at the beginning of the interview.
- Friday bookings are for Boarding families only.

### Maths and Specialist Learning Conferences - Week 6, Term 3

These conferences take place in Week 6 with Specialist and Maths Teachers in the Performing Arts Centre. These meetings are a brief 5-minute opportunity to have a catch-up regarding your child's learning. If you feel you will need more than 5 minutes, please contact your child's teacher by email to arrange an alternative time.

### ICAS Competitions

Southwell students in Years 4-8 have the opportunity to participate in the 2026 ICAS Competitions. Information and registration details for ICAS were emailed out mid-last term, as well as reminders during the holidays. For those who register, ICAS competitions are scheduled to take place in Weeks 4-6, Term 3.

### House Chapel Service

This Term we will be celebrating All Hallows Chapel's Centenary. We will not be holding our regular House Chapel Service this term; instead, all families are invited to attend a special service to commemorate this occasion on Wednesday, 2 September at 6pm.



## Opera

Term 3 is an exciting time for many of our students who are involved in the Opera. This is an amazing event and takes great commitment and focus. Students need to prioritise their well-being during this time. We strongly recommend that they pay particular attention to eating well, sleeping well, and exercising well.

## Learning in Year 5

### Inquiry

In Term 3, the focus for Year 5 syndicate will be under the umbrella of **Sharing the Planet**. In our upcoming Primary Years Programme (PYP) Unit of Inquiry, **Earth on the Move**, students will explore the central idea that living in a dynamic landscape requires communities to prepare, adapt, and respond. Through this unit, we will investigate the geological processes that shape Earth's landscapes and cause natural hazards, helping students understand the science behind our changing planet. We will also examine the profound impact these natural events have on both social and ecological systems, as well as the ongoing process of recovery that follows. Finally, students will look at the proactive measures involved in building community resilience, empowering them to think critically about how human societies can effectively prepare for and adapt to natural events in our world.

### Speeches

Year 5 Speeches will be based around the theme of our Inquiry from Term 2 - a culmination of their learning around Animal Adaptations.

Some ideas for speech topics are as follows -

*The Amazing Adaptations of the .....*

*Built to Survive: The Polar Bear.*

*The Incredible World of the Leaf-tailed Gecko*

*Why Desert Animals Need Different Adaptations Than Rainforest Animals.*

*Surviving In The Deep Ocean.*

*The Most Amazing Adaptation in Nature.*

*Adapt or Become Extinct.*

*The Importance of Migration.*

*Amazing Animal Defences.*

*How Pollution Changes Animal Survival.*

*How Climate Change Is Affecting Animal Adaptations.*

*Helping Animals Survive In A Changing World.*

*Which Animal Has The Best Adaptations?*

*Fast, Strong or Clever - Which Adaptation Is The Best?*

*Who Would Win The Survival Challenge?*

*Compare Two Animals and Their Adaptations.*

*How Humans Affect Animal Survival.*

*And many more ...*

There are more ideas set out in classrooms.

Talking to your child about possible ideas for their speeches will be helpful. The children will be choosing a topic, researching, and writing their presentations at school. Children will be able to make a slideshow or show some objects that support their speech. Class finals will be held in Week 4, and Syndicate Finals will be on Tuesday at 9.05am, in Week 5. More information will come out closer to the time.

### **Writing**

Writing programmes will continue to build independence and stamina in writing, and children will learn to make their writing more accurate by editing and redrafting their work. We will be encouraging writers to improve their own stories by using figurative language to create visual images in the reader's mind, e.g., similes, alliteration, and onomatopoeia. Strategies that are appropriate for individual children to make their own writing more powerful and accurate will also be taught. Additionally, our writing will include a focus on our current Unit of Inquiry, allowing students to connect their literacy skills with deeper conceptual learning.



### **Reading**

Students will work in their Guided Reading groups with the teacher, focusing on important reading strategies such as vocabulary development, fluency, and comprehension. To deepen these skills, lessons will also target critical thinking, decoding unfamiliar words, and learning how to locate and extract key information from a text. Additionally, we will be using a variety of fiction and non-fiction books that directly focus on our current Unit of Inquiry, helping children make meaningful connections across their learning.

It is important that children continue to read at home every night, using books they enjoy and can read fairly easily, to practice these strategies. Discussing with parents any words that the children are unfamiliar with will help to build their bank of words that they understand, remembering that words can change their meaning depending on the context they are used in. Chatting about the story your child is reading and asking them to recount for you the events that have happened, what happened, and why, asking them to justify their reasoning with reasons from the story, is a good way to encourage engagement with their reading.





## Maths

Each Maths group will be continuing to work through their Structured Mathematics programme - primarily focusing on Number as well as delving into Fractions, Algebra, Measurement, and Financial Literacy. Chatting with your child's individual Mathematics teacher to gain an overview of what your child's group is focusing on can be done during Maths Conferences in Week 6.

This structured programme continues to build strategies with problem solving, helping children to understand what the problem is asking them to do, as well as building ways to solve using different algorithms and checking the reasonableness of an answer.

A focus on consolidating basic facts will continue, as this is a basis for children to build strategies to solve problems. Children can practise these orally / with flashcards/charts, games on the computer, and speed skills on Maths Buddy. Completing Maths Buddy tasks helps consolidate the learning done in the classroom.



## Spelling

Students will continue to work through Structured Literacy, focusing on learning how to hear and record specific sounds. Including these sounds in sentences and changing the meanings of words by adding prefixes and suffixes will also be taught. Being able to transfer this learning into their reading and writing will ensure that children are more accurate when reading and with their spelling when writing.

Using Steps Web, as part of their reading programme and as homework, will help reinforce this classroom learning and build their own spelling knowledge. Using the games as a part of this programme gives children an opportunity to develop their skills in memory, processing, and fluency.

### **Science – Mrs Voss**

This term in Science, our Year 5 students will start by reviewing their knowledge and understanding around earthquakes (where they happen, why they happen, and what the Richter scale measures), and volcanoes. This will link with their PYP inquiry. Later in the term, our focus will move to the “celestial clock” and how interactions between the Earth, Sun, and Moon create phenomena such as day and night, months and seasons.

### **Technology – Mrs Bradding**

In Food Technology, the Year 5s will continue to follow simple recipes to learn basic food preparation and cooking skills. Our students will be working on coming together as a cooking group to support each other and ensure that their time in the kitchen is used wisely so they can efficiently prepare a dish, cook it, eat it, and clean down their work station within the time space of a lesson. Hopefully, they will transfer their cooking skills to their home and prepare some nutritious dishes for their whānau.

### **Physical Education - Mr Pickering, Mr Botha, and Ms Lovell**

#### ***iRox***

In the iROX unit, students tackle a modified fitness challenge where teamwork is the key to success. They will work together to power through tough workout stations, learning how to motivate their teammates to the finish line. Beyond the workout, students also step up as officials, taking on the responsibility of leading the event, keeping the competition fair, and ensuring everyone stays safe.

#### ***Empty the tank (Cross Country)***

This unit is designed to empower students to achieve personal growth, regardless of their individual fitness abilities, working towards our school's Cross Country.

#### ***The Engine Room (Fitness)***

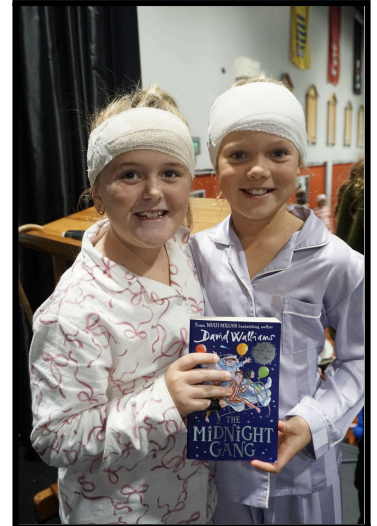
This unit encourages students to explore different training methods and discover what it means to “exercise well”. Through a range of engaging training experiences, students will be inspired to find ways of exercising that motivate them and develop intrinsic motivation to challenge themselves.

#### ***Athletics***

The aim of the unit is for students to participate in a variety of field and track events. Through video, peer, and teacher feedback, students are able to implement this knowledge to improve their performance.

## Languages - Mrs Grant

안녕하세요! Annyeong haseyo! Our focus language for Term 3 is Korean. Throughout the term, students will develop their skills in Hangul. Our learning will also connect with the Year 5 Inquiry, helping students understand how geography influences culture and the way people live. Initially, though, we begin the term by celebrating Matariki, reflecting on remembrance, gratitude, and renewal. In Week 5, we celebrate Languages Week, recognising the many cultures and languages across our Southwell community.



## Digital Technology - Mr McKay

This term, Year 5 students are exploring the unit "The Post-Disaster Recovery & Eco-Clearance Crew" to understand how communities prepare for and respond to natural hazards in a dynamic landscape. Through hands-on robotics and coding, they are learning to design autonomous solutions that balance human needs with ecological responsibility.

## Music – Mrs Albery

This term, Year 5 students are learning to be composers! They will start by creating story-based soundscapes, then move on to building their own melodies. By experimenting with rhythms and the unique sounds of the pentatonic scale, students will bring their compositions to life using xylophones and glockenspiels.

## Christian Education – Reverend Pickering

In class this term, students will be engaging with Bible stories that continue the narrative in the first book of the Bible, Genesis. Students will learn about the Tower of Babel, Abraham, Isaac, Jacob, and Esau, and the amazing story of Joseph. The class will continue to participate in an opening picture reflection and a devotional, showing the importance of routine and reflection in the midst of daily life.

## Art - Mrs Rudduck

In Art, the students will make a connection to their Inquiry topic, where they will investigate the geological processes that shape Earth's landscapes and cause natural hazards. Using their findings, they will create a series of 4 correlating pieces and display these on one canvas:

1. Natural landscape



2. Draw a natural disaster, e.g., earthquake, volcano, flood, etc.
3. Show the changed landscape after the disaster.
4. Finally, create an idea of what the new landscape will look like after people have tried to establish a new normal.

### **Library – Mrs Walch**

Our time in the library is split between supporting the students and the teachers, with developing inquiry skills and learner profile attributes, book talking new books, and giving students time to browse, issue, and read for pleasure.

We always aim to respond to the needs of individual classes, with specific reference to encouraging reading for pleasure, inquiry skills, and library skills.

Near the start of Term 3, we will feature the 2026 New Zealand Book Award finalists.



We look forward to seeing you all at the Learning Conferences in Week 3, and then at the Maths Conferences in Week 6.

Please feel free to contact us regarding any issues or questions you may have. Term 3 will be an exciting and rewarding term as we all embrace all the opportunities and challenges that it brings.

Kind regards

Jo McFarlane  
Phillippa Milroy  
Brooke Goodwin  
**Year 5 Teachers**