# Year Five - Semester One – Curriculum Overview

Dear Parents and Caregivers,

We would like to share with you a summary of Term One and Term Two units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

## ENGLISH

| Term One | Term Two |
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| ***Learning:***<br>**Appreciating and Responding to Literary Texts**<br>Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels,<br>poetry, dramatic performances and films, set in real-world and imagined settings. | ***Learning:***<br>**Engaging with information reports**<br>Students engage with a variety of<br>informative texts that supply technical information and/or content about a wide range of topics. Texts may include reports,<br>explanations, reviews or digital texts. |
| ***Assessment:***<br>**Examining and creating a fantasy text**<br>**Purpose of assessment:** Exploring character relationships in fantasy texts. To review, discuss and comprehend aspects of a familiar narrative; and to create a first chapter of a fantasy novel, developing and expanding on ideas, characters, settings and events. | ***Assessment:***<br>**Reading, viewing and comprehending informative texts**<br>**Purpose:** To read, view and comprehend an informative text.<br>**Writing and creating informative text**<br>**Purpose:** To create a written and multimodal informative text for an audience. |

## MATHS

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| ***Learning:***<br>**Number, Space, Statistics**<br>Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br>• use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals<br>• use materials, diagrams or arrays to become efficient with multiplication facts<br>• locate and move positions within a grid coordinate system to pinpoint specific locations<br>• recognise what stays the same and what changes when shapes undergo transformations<br>• use physical materials and dynamic geometric software to perform transformations<br>• plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions. | ***Learning:***<br>**Number, Algebra, Measurement**<br>Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br>• use physical and virtual materials to experiment with factors and multiples<br>• use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division<br>• build fluency and understanding of multiplication facts.<br>• develop efficient strategies to multiply and divide<br>• use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached<br>• use estimation strategies to check the reasonableness of calculations when solving problems<br>• apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems. |
| ***Assessment:***<br>**Space** | ***Assessment:***<br>**Number and Mathematical modelling** |

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| Assessable Elements: Understanding and fluency<br><br>**Statistics and Statistical investigations**<br>Assessable elements: Understanding and Fluency, Problem-solving and Reasoning | Assessable Elements: Understanding and fluency, problem solving |

## SCIENCE

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| ***Learning: 'Survival in the Australian Environment – Adaptation' (Biological Science)***<br>Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments. | ***Learning:* 'Now you see it- light and shadow (Physical Science)**<br>Students investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices. |
| ***Assessment:***<br>Students design creatures with adaptations that are suitable for survival in prescribed environments using Mircrosoft Powerpoint. They use their scientific knowledge and environmental data when suggesting explanations for difference in structural features of creatures. | ***Assessment:***<br>Students will demonstrate their knowledge of the properties of light by investigating and explaining how the transfer of light can be changed. They will also solve a problem relating to properties and sources of light |

## HUMANITIES and SOCIAL SCIENCES (HASS)

***Learning: 'Communities in Colonial Australia in 1800s (History)' (Intergrated with Term 2 English)***
In this unit, students will:

- examine key events related to the development of British colonies in Australia after 1800
- identify the economic, political and social reasons for colonial developments in Australia after 1800
- investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia
- present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community
- identify different viewpoints about the significance of individuals and groups in shaping the colonies
- sequence significant events and developments that occurred during the development of colonial Australia using timelines.

***Assessment:***
To conduct an inquiry to answer the inquiry question: How have significant historical events and figures, shaped the development of Australia, in the 1800s?

## DESIGN and TECHNOLOGY

***Learning:* 'Harvesting Good Health'**
Students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product.

***Assessment:***
Students design a service that provides an edible plant that can be used to create a healthy food product.

## HEALTH and PHYSICAL EDUCATION (HPE)

***Learning: Health: 'Healthy Habits'***
HealthStudents explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.
Students engage in Respectful Relationship and Life Education modules, 'Talk About It'

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| ***Assessment: Health***<br>Students will complete an informative written response. They will investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits. |

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| ***Learning: Physical Education***<br>Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the "UNITE" process to work collaboratively to solve movement challenges. | ***Learning:Physical Education***<br>Students identify and explain the health-related fitness components used in basketball. They explain the significance of participation in everyday physical activities to their health and wellbeing. |
| ***Assessment: Physical Education***<br>Students will demonstrate skills to work collaboratively and play fairly and solve movement challenges. | ***Assessment: Physical Education***<br>Describe the key features of health-related fitness (in the sport of basketball). Describe the significance of physical activity participation to health and wellbeing (by identifying activities they do in everyday life). |

## THE ARTS

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| ***Learning: Media Art***<br>Students create a documentary style film to tell the personal story of someone in the school community. |
| ***Assessment:***<br>Students explore how documentary techniques are used to portray stories, ideas and points of view of people in the community |
| ***Learning: Music***<br>Students explore the use of accompaniments in music. They make and respond to music by exploring the concept of an ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. |
| ***Assessment: Music***<br>Students perform, compose and respond to music featuring rhythmic and melodic ostinato accompaniments. |

## JAPANESE

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| ***Learning: Japanese "What is a family?"***<br>Students will use language to communicate about the concept of family and identity. |
| ***Assessment: Japanese***<br>Students will create a profile of their family in Japanese. All macro skills (reading, writing, speaking, listening) will be assessed throughout the unit. |

## GENERAL CAPABILITIES – Digital Literacy (DL)

Digital Literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.
Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve and protect the safety of themselves and others in digital environments.

Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating

Yours Sincerely

Year 5 Teachers

Yours Sincerely

Principal

Karryn Brunetto