Year 5 2025 Semester 2 – Unit and Assessment Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 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.

VERSION 9 ENGLISH

Term 3	Term 4
Learning: ***Unit 3: Persuading others*** • Students engage with a variety of texts that provide a stimulus for persuasive responses, such as digital texts, novels, non-fiction and persuasive texts, such as speeches and arguments, as models for creating their own work.	***Learning:*** ***Unit 4: Completing a novel study*** • Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.
Assessment: • **Expression and opinion**. To create a written persuasive text expanding on ideas with supporting details. ○ Technique: Extended response ○ Mode: Written and Speaking • **Speaking and Listening.** Students debate an opinion on a topic with supporting arguments to an identified audience using features of voice.	***Assessment:*** • Reading, viewing and comprehending imaginative texts. To read, view and comprehend an imaginative text. ○ Technique: Short response. ○ Mode: Written • Writing and creating imaginative texts. To create a written narrative including a supporting image. ○ Technique: Extended response ○ Mode: Written.

VERSION 9 MATHS

Learning: ***Unit 3: Number, Space, Measurement*** • Use common percentages to make proportional comparisons of quantities in everyday contexts. Apply understanding of fractions to compare and order them and solve problems involving addition and subtraction of fractions with the same or related denominators. Use mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions. Apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects. Solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units. Decide on the appropriate unit when measuring length, mass and capacity of objects.	***Learning:*** ***Unit 4: Number, Algebra, Probability*** • Use place value to order decimals. Use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns. Use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers and divide by single digit numbers. Find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays. Develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.
Assessments: Assessment task 3.1 Number and Mathematical modelling Assessment task 3.2 Measurement and Space	***Assessments:*** Assessment task 4.1 Number, Algebra and Computational thinking Assessment task 4.2 Probability and Probability experiments and simulations

SCIENCE

Learning: ***Solids, Liquids & Gases (Chemistry Science)*** • Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. • Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They will represent data and observations in tables and graphs. They will identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They will suggest ways to improve fairness and accuracy of their investigation.	***Learning:*** ***Our Place in the Solar System (Earth and Space Science)*** • Students will describe the key features of our solar system including planets and stars. They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people.
Assessment: • Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.	***Assessment:*** • Students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: ***Participating in Australia's Communities (Civics)*** In this unit, students will investigate: • the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • representative democracy and voting processes in Australia • how laws impacted on the lives of people in the past	***Learning:*** ***People and the environment*** • In this unit, students will investigate: • the characteristics of places in Europe and North America and the location of their major countries in relation to Australia • the human and environmental factors that influence the characteristics of places and the interconnections between people and environments • the impact of human actions on the environmental characteristics of places in two countries in Europe and North America • how to complete maps using cartographic conventions • the language used to describe the relative location of places at a national scale • how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.
Assessment: • To investigate democratic values and processes in the school community.	***Assessment:*** • To investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.

DIGITAL TECHNOLOGY

Learning:

<u>Amazing digital designs</u>

- Students will
- Explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks.

Assessment:

- Assessment of student learning will be gathered from an assessment portfolio which includes a collaborative digital solution.

Students will:

- explain the fundamentals of digital systems
- explain how digital systems are connected to form networks

HEALTH and PHYSICAL EDUCATION (HPE)

Refining and modifying movement concepts

Soccer

Students refine and modify movement skills across different movement contexts, such as net/court; invasion; and striking and fielding games and activities. They experiment with different techniques and transfer strategies to enhance their performance and develop ways they can support fair play and inclusion.

Through individual and collaborative activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes.

Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.

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Assessment:

Practical:

- Students perform the specialised movement skills within the context of soccer. To propose and combine soccer lmovement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges. To demonstrate fair play and skills to work collaboratively during soccer activities and games.

Swimming

Water safety knowledge competencies: Junior Lifesaver

Students explain how communication skills, protective behaviours and help-seeking strategies help keep themselves and others safe in, on and around purpose-built and naturally occurring water locations.

Students demonstrate understanding of:

- risk assessments (hazards, safety signage, and precautions/protective behaviours) when around purpose-built, coastal and inland bodies of water proactive communication
- self-preservation in survival and rescue situations non-swimming rescues and CPR awareness

Assessement:

Practical

- Students perform freestyle, backstroke, breaststroke and survival backstroke with fluency and control. To combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.

THE ARTS

Drama

Learning:

- To devise, perform and respond to a documentary drama.

Assessment:

- **Part A: Making — Devising**
- Devise scenes and freeze frames, from the health unit 'Emotional Interactions' and formulate three possible positive resolutions.
- **Part B: Making — Performing**

- Rehearse and perform the scene for an audience, using narration, sound, props and costumes.
- **Part C: Responding**
- Explain how the elements of drama and production elements contribute to the dramatic meaning in the documentary drama.
- Perform a dance for an audience to communicate a theme.

Music

Learning:

Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.

Assessment:

- Students perform and respond to how the elements of music are used to communicate meaning in music for film.

JAPANESE

What is Personal Space

Learning:

Students will use language to explore the concept of personal space within their local and home environment and Japan.

Assessment:

- Students create connected texts to describe their favourite personal space in Japanese. (written, oral)

GENERAL CAPABILITY DIGITAL LITERACY

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 Class Teachers

Yours sincerely



Karryn Brunetto

Principal