

Year 5 - Semester 2 – Curriculum 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.

ENGLISH

Term 1

Term 2

<p>Learning:</p> <ul style="list-style-type: none"> Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. 	<p>Learning:</p> <ul style="list-style-type: none"> Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts.
<p>Assessment:</p> <ul style="list-style-type: none"> Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting. 	<p>Assessment:</p> <ul style="list-style-type: none"> Students select information and use Publisher software to create a feature article that presents a particular point of view about an issue. Students interpret and analyse information from a feature article.

MATHS

<p>Learning:</p> <ul style="list-style-type: none"> Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings in Number and Algebra, Measurement and Geometry and Statistics and Probability. 	<p>Learning:</p> <ul style="list-style-type: none"> Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings in Number and Algebra, Measurement and Geometry and Statistics and Probability
<p>Assessment:</p> <ul style="list-style-type: none"> Students classify and interpret data and pose questions to gather data. Students solve multiplication and division problems by accurately applying a range of strategies. They use estimating and rounding to check their answer. Students represent, compare and order fractions and add and subtract fractions with the same denominator. Students will investigate the nutritional content of seven cereals, then choose the best three to serve at a breakfast club. 	<p>Assessment:</p> <ul style="list-style-type: none"> Students measure and construct angles, and make connections between three-dimensional objects and their two-dimensional representations. Students describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry.

SCIENCE

<p>Learning:</p> <ul style="list-style-type: none"> 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. 	<p>Learning:</p> <p>Students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects. They will analyse and represent data and communicate through reports and ray diagrams. They will explore the role of light in everyday lives and consider how improved technology has affected peoples' lives.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> Students design creatures with adaptations that are suitable for survival in prescribed environments using Microsoft Powerpoint. They use their scientific knowledge and environmental data when suggesting explanations for difference in structural features of creatures. 	<p>Assessment:</p> <p>Students complete an experimental investigation about light. They construct a model of a maze using a specific template and then transmit light through the maze using mirrors. Students alter the appearance of the light exiting the maze in some way using scientific knowledge. They also describe how a light source invention can affect an individual's life and help solve a problem.</p>

HUMANITIES and SOCIAL SCIENCES (HASS)

<p>Students will investigate:</p> <ul style="list-style-type: none"> 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 how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.
<p>Assessment:</p> <ul style="list-style-type: none"> Students will investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.

DESIGN and TECHNOLOGY

<p>Learning:</p> <ul style="list-style-type: none"> 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.
<p>Assessment:</p> <ul style="list-style-type: none"> Students design a service that provides an edible plant that can be used to create a healthy food product.

HEALTH and PHYSICAL EDUCATION (HPE)

<p>Learning: Physical Education</p> <ul style="list-style-type: none"> Students will develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They will propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football. Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios. 	<p>Learning: Physical Education</p> <p>Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.</p>
<p>Assessment: Physical Education</p> <ul style="list-style-type: none"> Students perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations. Students propose and combine movement concepts (space, effort, time and relationships) and offensive and defensive strategies to achieve outcomes in 'All codes' football. 	<p>Assessment: Physical Education</p> <ul style="list-style-type: none"> Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses.

<ul style="list-style-type: none"> Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios. 	
Learning: Health <ul style="list-style-type: none"> Students 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. 	
Assessment: Health <ul style="list-style-type: none"> 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. 	

THE ARTS

Learning: Visual Arts <ul style="list-style-type: none"> Students will focus on representation of animals as companions, metaphor, totem and predator
Assessment: Visual Arts <ul style="list-style-type: none"> Students will investigate an animal and its environment and plan an artwork inspired but researched ideas. They will make a sculptural artwork using animal representation to explore a personal view. Students will write a reflection about the making and exhibiting process.
Learning: Music <ul style="list-style-type: none"> Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.
Assessment: Music <ul style="list-style-type: none"> Students perform and respond to how the elements of music are used to communicate meaning in music for film.

JAPANESE

Learning: <ul style="list-style-type: none"> Students explore different regions in Japan and describe places in their own community.
Assessment: <ul style="list-style-type: none"> Students describe places and events using adjectives, time- related vocabulary and appropriate verb forms.

GENERAL CAPABILITIES - ICT

Classroom teachers are supported to complete assessment that uses ICTs in all curriculum areas.	
Learning: <ul style="list-style-type: none"> Investigating with ICT Creating with ICT 	Learning: <ul style="list-style-type: none"> Communicating with ICT Managing and operating ICT

Yours Sincerely

Year 5 TTeaching Team

Sharon Jones
Principal