



Year 5 2024

Term Two - Curriculum Overview



School Priorities 2024

Quality Teaching

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



Student Success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



Connected Community

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

Save the Date:

Cross Country: 18th April
 Mother's Day Stall: 9th May
 Senior Sports Day: 15th June

ENGLISH – Examining media texts

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. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.

Assessment: Students will select information and create a multimodal feature article that presents a particular point of view about an issue. They will also interpret and analyse information from a feature article.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples
- **Fractions and decimals** — make connections between fractional numbers and the place value system and represent, compare and order decimals
- **Patterns and algebra** — create and continue patterns involving whole numbers, fractions and decimals; explore strategies to find unknown quantities
- **Shape** — apply the properties of three-dimensional objects to make connections with a variety of two-dimensional representations of three-dimensional objects, represent three-dimensional objects with two-dimensional representations
- **Location and transformation** — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes
- **Geometric reasoning** — identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles

Assessment: Students will identify and describe factors and multiples. They will measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. Students will also describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry.

SCIENCE – Matter matters

This term, 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.

Assessment: Student will describe and apply knowledge of the physical properties of solids, liquids and gases. Students will research and create a multimodal presentation that explains the impact of a particular solid, liquid or gas on an environmental issue.

HASS – Managing Australian communities

This term in HASS, students will explore the following inquiry question:

- How are people and environments managed in Australian communities?

Students will:

- investigate the importance of laws and regulations in managing people and environments in Australian communities
- explore the influence of people on the human characteristics of places, including the organisation of space through zoning
- investigate environmental challenges such as natural hazards and their effect on Australian communities
- explore the principles involved in minimising the harmful effects of natural hazards
- interpret data to evaluate the ways citizens responded to an Australian natural hazard
- propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.

Assessment: Students will identify roles in Australia's legal system. They will also identify and explain how zoning affects the needs of communities. Students will propose an action to manage the response to an extreme natural disaster.

TECHNOLOGIES

Design Technologies

This curriculum area was taught and assessed in Term 1.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

This curriculum area was taught and assessed in Term 1.

Physical Education

This term, students develop specialised movement skills identified in long jump, shot put and track running. They also explore safety procedures for class practice.

Assessment: Students perform movement skills and strategies to demonstrate running, jumping and shot put.

JAPANESE

In this unit, students will use language to communicate ideas relating to the concept of family and identity. Students will introduce themselves and other family members and interact with peers.

Assessment: Students will convey information about family using Japanese language.

THE ARTS

Music

In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.

Assessment: Students will compose and perform elements of music to communicate meaning using inspiration from music that appears in film.

Visual Arts

Students will focus on representation of animals as companion, metaphor, totem and predator. They will explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork and write a reflection about the making and exhibiting.

Assessment: Students will create and respond to a sculptural artwork.

Media Arts

This curriculum area will be taught and assessed in Term 3.