



# Curriculum Overview

Year 5



In Term 2, we will be learning about the following topics in each curriculum area:

## English:

Students will be working towards comprehending and composing persuasive texts. They will use persuasive text structures and techniques to develop and justify a point of view about an environmental issue. Students will read a variety of persuasive texts, practising, and demonstrating literal and inferential comprehension.

Students will also:

- Continue to participate in daily guided reading to increase fluency and comprehension of texts.
- Explore vocabulary, sentence types, dialogue, text connectives, pronouns, and noun/adverb groups through Super Sentences and VCOP
- Participate in our LEM Phonics spelling program.
- Participate in our sustained writing program.

*This learning area will be taught, assessed and reported on.*

## Mathematics:

### Measurement and Geometry

- Estimate, measure, and compare angles using degrees. Construct angles using a protractor.
- Connect three-dimensional objects with their nets and other two-dimensional representations.
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries.
- Use a grid reference system to describe locations.
- Describe routes using landmarks and directional language.

### Units of Measurement

- Investigate time concepts and the measurement of time.
- Read and represent 12 and 24-hour time.
- Convert between 12 and 24-hour time.

### Number and Algebra

- Make connections between factors and multiples.
- Identify numbers that have 2, 3, 5 or 10 as factors.

*This learning area will be taught, assessed and reported on.*

## Science: Our Place in Space

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. With guidance, students will pose questions and plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.

*This learning area will be taught, assessed and reported on.*

## Humanities and Social Sciences:

### Participating in Australian Communities

Students will investigate democratic values and processes in the school community by:

- Identifying values and processes important to Australia's democracy.
- Working with others to generate responses to issues.
- Describing different views on how to respond to that issue.

### Consumer Decision-making in Australian Communities

Students will explain how people in communities make decisions about the use of resources to meet their needs and wants.

- Describe factors that influence their choices as consumers.
- Identify strategies that can be used to inform these choices.
- Communicate and reflect on their findings.

*This learning area will be taught, assessed and reported on.*

## Technologies - Digital Technology: Binary and Spheros

Students will explain how digital systems use whole numbers as a basis for representing a variety of data types. Students utilise Sphero robots to design and code algorithms to solve problems.

*This learning area will be taught, but not assessed and reported on.*

### **Health and Physical Education (HPE):**

For Health, students describe their own and others' contributions to health and wellbeing. They access and interpret health information and apply problem-solving skills to enhance their own and others' health and wellbeing.

For Physical Education, students perform the specialised movement skills of throwing and catching in the context of Tchoukball. They propose and combine Tchoukball movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges. Students apply social and personal skills to demonstrate fair play and work collaboratively in activities and games.

*This learning area will be taught, assessed and reported on.*

### **The Arts - Music:**

Ukulele – Learning to read, play and perform music through the use of the ukulele.

*This learning area will be taught, assessed and reported on.*

### **The Arts – Visual Arts: The Animal Within**

In this unit, students focus on representation of animals as companion, metaphor, totem and predator.

*This learning area will be taught, assessed and reported on.*

### **Languages - Japanese:**

In this unit, students use language to communicate ideas relating to the concept of family and identity.

Students will:

- introduce their family members
- interact with peers about family members and activities
- identify language and behaviours that reflect relationships and values in Japanese society
- develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.

*This learning area will be taught, assessed and reported on.*