



Curriculum Overview

Year 5



In Term 3, we will be learning about the following topics in each curriculum area:

English:

Students will be working towards comprehending and composing informative texts. They will use informative text structures and objective language to develop a multimodal information report about the Australian Gold Rush. Students will read a variety of informative 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

- Choose appropriate units of measurement for length, mass, area, volume and capacity.
- Calculate perimeter and area of rectangles using familiar metric units.

Number and Algebra

- Describe, continue and create patterns with fractions and decimals resulting from addition and subtraction.
- Create simple financial plans.
- Solve problems involving multiplication and division of numbers with two decimal places.
- Use estimation and rounding to check the reasonableness of answers to questions.

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

Science: Now You See It

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, and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.

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

Humanities and Social Sciences:

Communities in Colonial Australia (1800s)

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

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

Technologies - Design Technology: Create a Caddie

Students investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use to design a product to use as a desk caddie.

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

Health and Physical Education (HPE):

For Health, students will explain the influence of people and place on identities. Students examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding. For Physical Education, students identify and explain the health-related fitness components used in basketball. Students explain the significance of participation in everyday physical activities to their health and wellbeing.

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

The Arts - Music:

Using Australia as the theme, the children will work through elements such as, singing, rounds, ostinatos, tuned and non-tuned percussion to work on creating a performance.

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

Languages - Japanese:

Students will explore the concept of personal spaces within their home environment. Students will use Japanese to describe and locate different items within a space.

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

The Arts - Drama:

Natural disasters

In this unit students make and respond to drama, exploring the impact of natural disasters on communities including stories and accounts as stimulus.

Students will:

- explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods
- develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action
- rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience
- explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities.

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