



Curriculum Overview

Year 5



In Term 4, we will be learning about the following topics in each curriculum area:

English:

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.

Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters.

Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view.

Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.

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

Mathematics:

Number and place value

- apply mental and written strategies to solve addition, subtraction, multiplication and division problems; identify and use factors and multiples; apply computation skills; use estimation and rounding to check reasonableness; solve problems involving addition, subtraction, multiplication and division; use efficient mental and written strategies to solve problems

Fractions and decimals

- apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond

Chance

- list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments, identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game

Data

- representation and interpretation — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion), build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data, explore methods of data representations to construct and interpret data displays, reason with data.

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

Science: What's the matter?

Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.

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

Humanities and Social Sciences: Managing Australian Communities

In this unit, students will investigate how places are affected by the interconnection between people, places and environments. They will explore the influence of people on the human characteristics of places, including how the use of space within a place is organised. Student will develop an understanding of how laws impact on the lives of people in the present. They will also investigate the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management. Students will explore environmental challenges in the form of natural hazards. They will also explore ways in which people respond to a geographical challenge and the possible effects of actions.

This learning area will be taught, assessed and reported on

Health and Physical Education (HPE):

HEALTH- Growing up

In this unit, students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.

MOVEMENT- Unite

In this unit, students demonstrate skills to work collaboratively and play fairly to solve movement challenges.

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

The Arts:

In Dance, with ZING Activ instructors, students will explore cultural dances from different geographic regions. They will explore how each dance communicates meaning through gesture, rhythm, and choreographic devices. Students will collaborate to create dances that respectfully blend traditional elements with modern storytelling.

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

Languages - Japanese: How do we shop?

In this unit, students will explore shopping in Japan and describe simple items.

Students will:

- identify objects
- develop understanding of currency and associated language
- participate in shopping experiences and engage with the language for general counter

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