



Year 5 Curriculum Calendar

Term 3, 2020

<p>English <i>Writing and Comprehending Information texts</i> Students will:</p> <ul style="list-style-type: none">- Listen to, read and view a range of informative texts.- Identify author's purpose- Explain how text structures such as headings, subheadings, bold words, dot points, fact boxes, images and captions assist the reader in understanding the text.- Examine how a range of language features including: extended noun groups/phrases, adverb groups/phrases, prepositional phrases, pronoun references and text connectives, objective language, technical and precise vocabulary are used in informative texts- Create a multi-modal, interactive informative text	<p>Assessment Students will:</p> <ul style="list-style-type: none">- Analyse two different informative texts to identify structure, literal and implied meaning.- Plan an informative text. Research information about the Eureka Stockade. Draft and publish an informative text using PowerPoint to create an interactive mock website.- Select and use a range of language features including: extended noun groups/phrases, adverb groups/phrases, prepositional phrases, pronoun references and text connectives, objective language, technical and precise vocabulary
<p>Maths <i>Number, Money and Measurement</i> Students will:</p> <ul style="list-style-type: none">- Create, continue and identify a rule for patterns involving addition and subtraction of fractions and decimals.- Add, subtract and multiply decimal numbers using mental and written strategies.- Multiply and divide by a one-digit whole number with and without remainders.- Devise simple financial plans detailing income, expenditure and profit.- Select and use appropriate units for length, perimeter, area and capacity.- Calculate area and perimeter- Communicate mathematically	<p>Assessment Students will:</p> <ul style="list-style-type: none">- Continue patterns by adding and subtracting whole numbers, fractions and decimals- Apply a range of computation strategies to solve money problems with addition, subtraction, multiplication and division to plan and calculate simple budgets.- Choose appropriate units of measurement for length, area, volume, capacity and mass.- Calculate perimeter and area of rectangles.- Use a variety of methods to justify and explain their reasoning.- Use rounding and estimation to explain why answers are reasonable
<p>Science <i>Now You See It</i> Students will:</p> <ul style="list-style-type: none">- investigate the properties of light and the formation of shadows including relationship between light source distance and shadow height.- explore reflection, refraction, absorption, and colour perception.- plan investigations by posing questions, making predictions, following and developing methods.	<p>Assessment Students will:</p> <ul style="list-style-type: none">- plan, predict and conduct fair investigations to explain everyday phenomena associated with the transfer of light.- discuss how scientific developments have affected people's lives.- describe ways
<p>HASS <i>Communities in colonial Australia in the 1800s (Continued from Term 2)</i> Students will:</p> <ul style="list-style-type: none">- Describe the significance of people in bringing about change.- Examine sources to identify different viewpoints- Identify causes and effects of change on communities- Sequence events in chronological order using timelines	<p>Assessment Students will:</p> <ul style="list-style-type: none">- Students complete a research project to answer the inquiry question: 'How and why did the lives of the people in the Australian colonies change or stay the same as a result of the Australian Gold Rush and the Eureka Stockade?'
<p>Health <i>Friendships and conflict resolution</i> Students will:</p> <ul style="list-style-type: none">- Examine the influence of emotional responses on behaviour and relationships	<p>Assessment: Students will:</p> <ul style="list-style-type: none">- Students demonstrate fair play and skills to work collaboratively.- apply decision-making and problem-solving skills

<ul style="list-style-type: none"> - Practise skills to establish and manage positive relationships - Engage with conflict resolution strategies 	<p>to enhance their own and others' health, safety and wellbeing.</p>
<p><u>Design Technology (to be continued in Term 4)</u> <i>Design Desk Organisers</i> Students will:</p> <ul style="list-style-type: none"> - Describe competing factors such as cost, safety and suitability. - Identify needs and opportunities and explain how technologies contribute to designed solutions for present and future needs. - Combine and communicate design ideas. - Select and use appropriate technologies and techniques to safely produce a product - Suggest and use a criteria for success to evaluate the product. 	<p><u>Assessment:</u> Students will:</p> <ul style="list-style-type: none"> - Design and produce a desk organiser - Complete a production plan outlining design ideas, materials, methods and safety considerations - Use negotiated criteria to evaluate designs
<p><u>The Arts (Drama)</u> <i>Freeze Frames</i> Students will:</p> <ul style="list-style-type: none"> - Make and respond to drama by exploring tableaux (freeze frames). - Use their knowledge from HASS to portray different viewpoints from the Australian Goldrush - Reflect on their own and others' performances using given criteria 	<p><u>Assessment:</u> Students will:</p> <ul style="list-style-type: none"> - Students will work collaboratively to produce a series of still images that portray viewpoints from different groups of people on the Goldfields of Australian in the 1800s
<p><u>LOTE Japanese</u> Grade 5 students are learning how to describe their favourite place. They will create a bilingual page for a class book called 'Our favourite personal spaces'. It will include a labelled illustration and a short description of their favourite personal space in Japanese. For the first time at Pallara State School, students will be writing in two of the Japanese scripts. Hiragana and Kanji. To help students achieve this task they will spend 20min of each class practicing these Japanese scripts. As these lessons are on Stile students can access these lessons at home if they wish. Students are also able to come to a support lesson given during second break on Wednesday. We are all looking forward to seeing our students create.</p>	<p><u>Assessment:</u> They will create connected texts of a few sentences, identifying words from other languages used in Japanese. Instructions</p> <ul style="list-style-type: none"> •Part A: Create a bilingual page for a class book called 'Our favourite personal spaces'. Include a picture and a description of your favourite personal space in Japanese. •Part B: Create a glossary at the end of your page to identify borrowed words used in your description.