



# Year 5 Curriculum Calendar

## Term 4, 2020

<p><b>English</b> <i>Appreciating and Responding to Poetry</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- understand how language features, images and vocabulary influence interpretations of characters, settings and events.</li> <li>- describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.</li> <li>- contribute actively to class and group discussions, taking into account other perspectives.</li> </ul>	<p><b>Assessment:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- listen and participate in a group discussion</li> <li>- express a preference for a poem, using examples of ideas and poetic devices from their chosen poem to support their responses.</li> <li>- Use accountable talking skills to facilitate discussion.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- Respond to a stimulus poem to describe how language features and vocabulary influence interpretations of characters, settings and events.</li> </ul>
<p><b>Maths</b> <i>Time, Probability and Number</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- make connections between 12 and 24 hour time.</li> <li>- apply a range of computation strategies to solve elapsed time word problems.</li> <li>- list outcomes of chance experiments and assign probabilities to events using fractions.</li> <li>- explain likelihood, using mathematical language and representations.</li> <li>- describe factors and multiples of whole numbers and use them to solve problems.</li> <li>- explain the characteristics of factors and multiples.</li> </ul>	<p><b>Assessment:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- convert between 12- and 24-hour time.</li> <li>- mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes.</li> <li>- identify and describe factors and multiples of whole numbers.</li> </ul>
<p><b>Science</b> <i>State of Matter</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- explore the properties of solids, liquids and gases</li> <li>- plan investigations by posing questions, making predictions, following and developing methods.</li> </ul>	<p><b>Assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- plan, predict and conduct fair investigations to explain states of matter.</li> <li>- describe the properties of solids, liquids and gases.</li> </ul>
<p><b>HASS</b> <i>Mapping and Geography</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- examine the characteristics of places in Europe and North America and the location of major countries in relation to Australia.</li> <li>- explore the features and conventions of maps</li> <li>- investigate climate data from different regions</li> </ul>	<p><b>Assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</li> <li>- Use mapping conventions.</li> </ul>
<p><b>The Arts (Visual Arts)</b> <i>The Animal Within</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- focus on representations of animals as companion, metaphor, and predator. They will create a 3D artwork representing an aspect of themselves represented in animal form.</li> </ul>	<p><b>Assessment:</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>- Students will create an Agamograph that combines a self-portrait with their chosen animal representation. They will view, create, respond to and reflect on artworks.</li> </ul>