



Year 5 Curriculum Overview

Term 3, 2019 (Weeks 1-10)

English:

Week 1-5

Focus on text: 'Storm Boy' and movie version. Students will create a discussion whereby they compare and contrast particular similarities and differences between the two interpretations.

- Examining a range of persuasive/non-fiction/fiction and media texts where students listen to, read, view and interpret a range of news articles, reports and texts which highlight varied points of view and information of natural disasters.
- Students apply comprehension strategies, focusing on particular viewpoints and information in a range of texts.
- They create a persuasive discussion text which depicts particular viewpoints.

Assessment: Write a discussion text comparing a book and a movie.

Week 5-10

Examining a range of persuasive/non-fiction/fiction and media texts where students listen to, read, view and interpret a range of news articles, reports and texts which highlight varied points of view and information of natural disasters. Students apply comprehension strategies, focusing on particular viewpoints and information in a range of texts.

Assessment: Create an information report about a natural disaster (bushfire/flood – Linked to HASS, Technology and the Arts (Drama)).

Science: Light

Students will be exploring Light and Shadows. 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.

Assessment: Plan and conduct an experiment.

Technologies:

Linking to the Health Unit about cyber safety and the 5 P's, students will collaborate and discuss the importance of the 5 P's in how and what they access online. Students will participate in online class discussions relating to questions posed by the teacher and each other. Students will also use a group email to complete a group project about the 5 P's which will then be submitted by email to their class teacher.

Assessment: Online discussions and an emailed summary of their part of the 5P's group.

PE:

5 weeks tennis, 5 weeks golf basic skills, rules of games and consolidation of previously learnt skills and drills.

HASS - Geography:

Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments.

The Arts: Drama

Students are enrolled as reporters and television actors in a process drama. They work in teams to make decisions and problem solve in response to a natural disaster mission brief. Assessment: News flash role-play.

Health:

Students will learn about cyber safety and the 5 P's. Students will collaborate and discuss the importance of the 5 P's in how and what they access online. Students will participate in online class discussions relating to questions posed by the teacher and each other. Assessment: Students will also use a group email to complete a group project about the 5 P's which will then be submitted by email to their class teacher.

Maths:

Students will apply mathematical concepts in real life scenarios in order to help contextualise their understanding. They will also use their knowledge in purely mathematical situations in a variety of ways to aid consolidation of content.

Students will:

- *Use the four operations flexibly to calculate answers and will check for reasonableness using rounding, estimation and inverse operations*
- *Compare and order decimal numbers and fractions, recognising that decimals can extend past hundredths*
- *Use problem solving strategies and the SEE/PLAN/DO/CHECK template to identify answers*
- *Enlarge and scale down familiar two dimensional shapes through mapping and design*
- *Choose appropriate units of measurement for length when mapping*
- *Create alphanumeric grids and locate positions using coordinates*
- *Use a compass rose to show direction*
- *Apply appropriate mapping conventions when creating accurate maps*
- *Construct, measure and classify a variety of angles in different situations*

Assessment:

Task 1- Students will label analogue clocks, convert between 12 and 24-hour time and will calculate differences in durations of events.

Task 2 – Students will create a map of their classroom using accurate mapping conventions (border, orientation, legend, title, scale and source). They will use alphanumeric coordinates to plot locations and will give directions using appropriate language from one point to another.

Task 3 – Students will design and create a hole on a mini-golf course that contains specific angles that have been measured and classified.