# YEAR 5 CURRICULUM OVERVIEW TERM 1 2022

## ENGLISH

**Examining and Creating Fantasy Texts**
Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot**.**

**Learning Experiences:**

- Explore structure of a fantasy novel
- Examine language that represents events.
- Explore characterisation
- Explore plot, setting and theme
- Explore authors' choice of language features and vocabulary
- Examine how authors use vocabulary to represent characters
- Make judgements about characters
- Examine sentence structure

**Assessment and Monitoring**

- Character analysis
- Writing a chapter of a fantasy novel

## MATHEMATICS

**Students develop understandings of:**
Number and place value — explore place value, partitioning, regrouping and renaming of larger numbers, make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, investigate place value of large numbers, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations, explore efficiency of written strategies to solve problems
Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations, explore nets of 3D shapes

Geometric reasoning — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles; Describe and transform shapes by flipping, sliding, and turning

**Assessment and Monitoring**

**Number** – Students identify multiples and factors, solve addition and subtraction problems and check using rounding and estimation
**Number** – Students solve problems involving multiplication and division and check using rounding and estimation
**Measurement and geometry** – Students identify, measure and construct angles. They match 2D shape to 3D objects and investigate nets.
**Investigation** – Students transform shapes to create patterns using their knowledge of symmetry

## SCIENCE (Specialist)

**What's Cooking – States of matter**
Students develop a science understanding about the changes of states of matter and use this knowledge to solve problems. They test predictions and gather data to develop explanations of events and phenomena. They plan a basic method related to the inquiry question and use equipment safely. Identifies variables to be changed and measured. Constructs tables to record and organise relevant data. Students use appropriate language to communicate their findings and ideas.

**Assessment and Monitoring**
Students complete a guided inquiry to investigate how food changes when heat is applied/introduced using varied cooking techniques

## DESIGN TECHNOLOGIES (Specialist)

**Bottle racer**
Investigate characteristics and properties of a range of materials, systems, components tools and equipment and evaluate their suitability for use. They analyse the need and opportunities for design and test tools and techniques with a range of materials. Students design a car powered by changing states of matter. They generate, document, and evaluate product and process against criteria for success.

**Assessment and Monitoring**
Students design, build and test a bottle racer. They generate and communicate design ideas using graphical representations and technical terms. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. Students suggest criteria for success and use these to evaluate ideas and designed solutions. They record project plans including production processes.

## HASS – Humanities and Social Sciences

**Communities in colonial Australia (1800's)**
Inquiry questions: *How have individuals and groups in the colonial past contributed to the development of Australia?*

Students investigate:

- key events related to the development of British colonies in Australia after 1800
- the economic, political, and social reasons for colonial developments in Australia after 1800
- aspects of daily life for different groups of people during the colonial period in Australia
- the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration
- the significance of individuals and groups in shaping the colonies, especially through inland exploration.

**Assessment and Monitoring**
Students conduct an inquiry to answer the inquiry question:
How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?

## THE ARTS

**Dance**
Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts and other cultural forms.

**Music (specialist)**
Students make music and develop the ability to think and express themselves in sound. Immersed in repertoire from various cultural and historical contexts, students learn to identify, respond to and use the elements and patterns of music aurally and visually. Students recognise and interpret emotional, spiritual, and expressive content in music they hear and preform.

**Assessment and Monitoring**
Students will be assessed on listening, ability to accurately reproduce a musical score, and demonstration of an awareness of beat, metre, tone colour and dynamics. Students conduct and lead a group and communicate personal observations using appropriate vocabulary.
Performance of dance and written response about dance presentations.

## HEALTH & PE

**Physical activity** (Specialist)

In Netball, students will develop court movement, pivoting, passing, and catching. In Oz Tag, students develop skills such as tagging/tag evasion, passing and catching. Using rules and strategy in game situations they will begin to work cooperatively and apply strategy to achieve success both individually and as a team.

**Health**
Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.

**Assessment and Monitoring**
Students are assessed on their fundamental movement skills and how they apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They are observed and monitored for how they apply strategies and rules for working cooperatively and fairly.
Access, research and interpret health information to problem solve and describe their own another's contribution to health and well-being.