

## Learning Area Term Overview

**Year 5 Term 4 2020**

**Assessment**

**English**

**Unit 5: Responding to poetry**

Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.

**Digital multimodal narrative** *Poster/multi-modal presentation*

Students create a digital multimodal transformation of a narrative poem.

**Mathematics**

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:

- **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.
- **Money and financial mathematics** - create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions.
- **Using units of measurement** - read and represent 24-hour time, convert between 12-hour and 24-hour time.
- **Location and transformation** - explore maps and grids, use a grid to locate and describe locations, describe positions using landmarks and directional language.
- **Geometric reasoning** - estimate and measure angles, construct angles using a protractor.
- **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.
- **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).

**Calculating time and identifying factors and multiples** *Short answer questions*

Students convert between 12-hour and 24-hour time. Students identify and describe factors and multiples of whole numbers.

**Describing chance and probability** *Short answer questions*

Students mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes.

**Science**

**Matter matters**

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

**Investigating evaporation and explaining solids, liquids and gases** *Experimental investigation*

Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.

HASS	<p><b>Participating in Australian communities</b></p> <p>In this unit, students will explore the following key inquiry question:</p> <ul style="list-style-type: none"> <li>How have people enacted their values and perceptions about their community, other people and places, past and present?</li> </ul> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice</li> <li>identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor</li> <li>explore representative democracy and voting processes in Australia</li> <li>investigate how students enact democratic values and processes through participating in school elections</li> <li>generate alternative responses to a democratic issue and propose action by describing the positive and negative effects</li> <li>present ideas about proposed actions in response to a democratic issue.</li> </ul>		<p><b>Participating in Australian communities</b> <i>Collection of Work</i></p> <p>Students investigate democratic values and processes in the school community.</p>
	HPE	Movement	<p><b>People in motion</b></p> <p>In this context, students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.</p>
Health		<p><b>Healthy habits</b></p> <p>In this unit 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.</p>	<p><b>Healthy habits</b> <i>Informative response</i></p> <p>Students describe their own and others' contributions to health and wellbeing. Students access and interpret health information, and apply problem-solving skills to enhance their own and others' health and wellbeing.</p>
The Arts - Music		<p><b>Going to the movies</b></p> <p>In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns in a range of pieces of music from films (e.g. driving the action, setting the scene and mood, and portraying characters)</li> <li>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films</li> <li>rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience</li> <li>explain how the elements of music communicate meaning by comparing music from a variety of segments of film.</li> </ul>	<p><b>Going to the movies</b> <i>Collection of work</i></p> <p>Students compose, perform and respond to how the elements of music are used to communicate meaning in music for film.</p>