

## Learning Area Term Overview

**Year 5/6 Term 4 2020**

**Assessment**

**English**

**Reading, writing and performing poetry**

In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore way in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.

**Writing and presenting poetry** *Imaginative response - oral*

Students write and present an adaptation of a poem.

**Mathematics**

**YEAR 5 Fractions and Decimals**

- Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator
- Compare, order and represent decimals

**Money and financial mathematics**

Create simple financial plans

**YEAR 5 ASSESSMENT**

**Assessment name:**  
*Solving fraction and decimal problems*

**Purpose:**  
To locate, represent, compare and order fractions and add and subtract fractions with the same denominator.

**Assessment name:**  
*Calculating with money*

**Purpose:**  
To apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.

**YEAR 6**

**Fractions and decimals**

- Solve problems involving addition and subtraction of fractions with the same or related denominators
- Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers
- Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies
- Multiply and divide decimals by powers of 10

**Money and financial mathematics**

Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies

**YEAR 6 ASSESSMENT**

**Assessment name:**  
*Calculating fractions and decimals*

**Purpose:**  
To solve problems involving the addition and subtraction of related fractions. To perform calculations with decimals including multiplying and dividing by powers of 10.

**Assessment name:**  
*Calculating percentage discounts*

**Purpose:**  
To calculate common percentage discounts on sale items.

**Science**

**YEAR 5 – 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.

**Year 6 - Making changes**

In this unit students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.

**YEAR 5 - Investigating evaporation and explaining solids, liquids and gases**

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.

**YEAR 6 - Testing change: Reversible or irreversible?**

**Purpose:** To plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.

<b>HASS</b>	<b>Making decisions to benefit the community</b> In this unit, students: <ul style="list-style-type: none"> <li>investigate a familiar community or regional economics or business issue that may affect the individual or the local community</li> <li>examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</li> <li>identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment</li> <li>recognise the reasons businesses exist and the different ways they provide goods and services</li> <li>present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>		<b>Making decisions to benefit the community</b> <i>Supervised assessment</i> Students explain ways that resources can be used to benefit individuals, the community and the environment.
	<b>HPE</b>	<b>Health</b>	<p><b>YEAR 5 - Healthy habits</b> 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>YEAR 6 - Transitioning</b> In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p>
<b>Movement</b>		<p><b>People in motion</b> 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>	<p><b>People in motion</b> <i>Practical</i> Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses.</p>
<b>The Arts - Music</b>	<p><b>Going to the movies</b> In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film. 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> Students compose, perform and respond to how the elements of music are used to communicate meaning in music for film.</p>