Year 5, Semester 1 Key Learning Area Overview				
Learning	Overview of Content	Assessment		
Area				
English Australian Curriculum V9	Term 1 Examining and analysing texts with different perspectives. In this unit, students engage with a variety of literary texts that support and extend students as independent readers. In particular, students read, view, and comprehend the text The Night Before They Stormed Eureka (Jackie French) which makes cross-curriculum connections with HASS. Students explore how ideas are conveyed through characters, setting and events, and explain how characteristic features of imaginative texts are used to meet the purpose. They listen to, view, read and analyse a range of persuasive elements. They examine the persuasive language to create their own persuasive podcast of a literary review for the text 'The Night They Stormed Eureka'. They use this language to create their own persuasive podcast of a literary review for the text 'The Night They Stormed Eureka'. They will recognise that texts can have differing points of view and develop their own opinions. They will analyse and explain literal and implied information about within texts and the supporting arguments. Students will demonstrate their understanding of how the author uses language features, images and vocabulary to influence interpretations and students will expand on their opinions to create an audio podcast using appropriate text structure and persuasive language features (persuasive devices – Power of 3, Call to action, Rhetorical questions, Hyperbole; modality, superlatives and comparatives) to organise and link their ideas. The students will speak for a particular audience using topic-specific vocabulary and supporting evidence from relevant texts. Their podcast will demonstrate an understanding of topic sentences signifying content and how the use of evaluative and modal words influence the audience. Students also examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. They share their ideas via the use of appropriate interaction skills a	Listening and Speaking: Multimodal Oral Podcast Students plan, create and present a 2-3 minute persuasive podcast about the text "The Night Before they Stormed Eureka" by Jackie French for a given audience. They will be assessed on the persuasive devices used and the evidence used to support their arguments. Students will share their work with their peers and ask clarifying questions and seek feedback. Reading and Comprehension (Monitored) Students read, view and comprehend texts identifying the point of view, authors purpose and how the author is influencing the reader. They will also demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.		
	Term 2 Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, or digital texts. They read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas. Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included.	Writing Students plan, draft and create a cohesive informative text that is logically sequenced, demonstrating their understanding of text structure, language features including complex sentences and sentence openers that give promoinance to the main idea of the paragraph, topic-specific vocabulary and expanded noun groups to add details, as well as accurate tense, grammar and punctuation.		

	Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words. They will do this by creating an information report on a given topic linked to Term 2 Science or HASS. Students engage in synthetic phonics and vocabulary building activities, guided reading, home reading and Monty reading time.	Reading Students independently read an unfamiliar informative text that uses multisyllabic words, language features, including complex sentence structures, descriptive language, technical and learning-area vocabulary, text connectives and quoted or reported speech and provide short written and or multimodal responses to questions demonstrating their comprehension of the text.
Maths Australian Curriculum V9	 Term 1 Focus Concepts: Place value Writing and ordering decimals Length, mass and capacity (incl. area and perimeter) 12- and 24-hour time Finding unknown values in multiplication and division Estimation Students explore and participate in activities investigating number names and concepts for whole and decimal numbers. They count, order, partition (break numbers into parts) numbers flexibly, and continue number patterns. Students investigate the relationship between addition, subtraction, multiplication and division and use this information to develop efficient strategies for solving mathematical challenges. They check the reasonableness of their thinking via estimation, rounding and using alternative mathematical strategies. Students explore decimals, including decimals greater than 1, and place them on number lines. They engage with negative numbers. They use appropriate units of measurement for length, area, volume, capacity and mass. Students demonstrate their ability to read time by converting between 12- and 24-hour time. 	Students participate in hands on activities that provide teachers with opportunities to observe students' abilities to count, order, and partition numbers flexibly. They also complete assessment tasks designed to demonstrate their understanding, fluency, problem solving and reasoning skills.
	 Term 2 Focus Concepts: Revision of Number names and counting to 100,000, ordering, Quantity to 100 000 Multiplicative Thinking Division Addition and Subtraction with regrouping Shape and Space Students further develop their understandings of place value through exploration of numbers. They recognise, model, read, write, partition in standard and nonstandard ways, classify numbers as odd or even and apply these properties to operations, order whole numbers, fractions and decimal numbers on number lines. Students locate, represent, compare and order fractions and add and subtract fractions with the same denominator. Students investigate the inverse relationship of the four operations (addition, subtraction, multiplication and division) and use this information to develop efficient strategies for solving mathematical challenges. They use concrete, representational (drawing) and abstract (algorithm or formula) representations to assist their mathematical concept development.	 Student's complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include: Ongoing teacher observations Student work samples Problem solving investigations reflecting real life contexts Fluency tasks Short answer response assessments which may be digital or paper based.

	Students identify and label the components of angles and daw and measure different types angles.	
Science Australian Curriculum V9	Term 1 Physical Science 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 their colour of objects; and the relationship between light source distance and shadow height. Students explore the role of light in everyday objects and devices, and consider how improved technology has changed devices and affects people's lives. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data, communicate findings using a range of text types, including reports and labelled and ray diagrams.	Experimental investigation- Exploring the transfer of light: Student's plan, predict and conduct, fair investigations to explain everyday phenomena associated with the transfer of light and explain how the direction of light can be affected and its appearance changed. Students describe how scientific developments have affected people's lives and help us solve problems.
	Term 2 Earth and Space Sciences - This unit is provides a unique cross curricula opportunities with English and elements of HASS. Students explore key processes that change the Earth's surface to conduct an investigation into creating a solution to beach erosion. They examine how weathering, erosion, transportation and deposition cause slow or rapid change to Earth's surface and use this knowledge to create an information report describing the processes. Accompanying their report, students create a simulated model of a possible solution to beach erosion and make predictions on their solution's suitability. In science, students will engage with scientific language, create investigable questions, identify examples of where scientific knowledge is used by communities and conduct modelled experiments to identify a possible solution.	Multi-modal presentation- students describe key processes that change the Earth's surface including weathering erosion, transportation, deposition change and the impact of natural disasters. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.
HASS	Term 1 History - How did the gold rush impact Australia? Students will examine key events related to the gold rush in Australia. They will discover what impact the gold rush had on different people - miners, migrants, residents and how significant events and people helped shape the Australian colonies. To do this they will identify the causes and effects of change on Australian communities during the Gold Rush. They will describe the experiences of Indigenous Australians, miners and migrants in the past. They examine primary and secondary sources to determine their purpose and to identify different viewpoints. Students sequence information about events, the lives of individuals during the Gold Rush in chronological order using	Term 1 Colonial Australia: Portfolio of Work Students explore what impact the gold rush had on different people - miners, migrants, residents and how significant events and people helped shape the Australian colonies. To do this they will identify the causes and effects of change on Australian communities during the Gold Rush (flipbook). They will describe the experiences of
	timelines. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. Term 2 – Civics and Citizenship In this unit, students examine how Australian communities are affected by the interconnection between people, place and environments. They explore the importance of laws and regulations to manage people and environment as well as the organisation of space through zoning. Students investigate how environmental challenges such as natural disasters effect our communities and the roles and responsibilities of the different levels of government to help minimise the harmful effects of natural hazards. They recognise the ways of living of Aboriginal peoples and Torres Strait Island peoples, particularly in relation to land and resource management. Students interpret data to evaluate the ways citizens respond to an Australian natural hazard.	Indigenous Australians, miners and migrants in the past and they examine primary and secondary sources to determine their purpose and to identify different viewpoints (diary entries, source work and research template). Students sequence information about events, the lives of individuals during the Gold Rush in chronological order using timelines. (timeline and maps). They present their ideas, findings and conclusions in a range of communication forms using discipline- specific terms and appropriate conventions.
		Civics and Citizenship: Collection of Works Students describe the roles of people within our legal system. They identify and

		describe their level of responsibility in connection with the level of government (council, state, federal. Students will pose strategies and a sequence of response in relation to a given natural disaster (Flood).
Technologies	Design Technologies Students investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use when building a bridge. They will use their knowledge of the design process to create a bridge that must be a minimum of 50 cm long with a road(base) height of 30cm. The bridge will be bested by hanging a cup off the base and adding weights (coins). Students will work collaboratively to research their solution and critique the needs or opportunities of their bridge design.	Students participate in investigating, designing, recording and creating a bridge. The bridge is assessed against the success criteria. They evaluate the suitability of their chosen materials, tools and equipment used and reflect on ideas and design and suggest possible solutions and or improvements.
The Arts	Visual Arts "Ani-ME" This unit is inspired by Ross Tran - an illustrator and concept artist on the Forbes 30 under 30 list. He began pursuing art seriously at 16 and completed a degree in Industrial Design. By 19, he worked on his first feature film (Earth to Echo) as a character designer and found further success with his charismatic and quirky YouTube channel - RossDraws – where he does lots and lots of art. This unit will enable the students to acquire the skills and knowledge required to experiment with digital imaging techniques and ideas using ProCreate and develop an individual style or voice. The final assessment will be the creation of a digital character based on themselves that incorporates colour theory and original symbology to enhance a fantastical personal story. Learning digital art equips children and aspiring artists with technical skills relevant to so many modern industries. It prepares them for future careers in a digitally-driven world, where technology and creativity are certainly linked. Digital art represents the collaboration of creativity and technology, offering a future rich with innovation, accessibility, and new possibilities that traditional art alone cannot provide. It opens new career paths and creative possibilities, blending art with entertainment and technology. The future of art will rely on our children being equipped with some form of digital knowledge.	Creating Students use the ProCrete App to apply digital painting and printmaking techniques including layering and using personal symbology in their artwork. Responding Students will demonstrate their understanding of symbology through analysis of their own and other artists work explaining character design with a focus on expression, costume and environment.
	Music Students will develop their singing skills while singing individually and with their peers. They will further their learning in how to read treble clef notation and learn the role of music in movies and discover how to create movie soundtracks. Students will also learn to play the ukulele using compound rhythms and accent.	RespondingStudents discuss movie soundtrackcompositions and make references to theelements of music.Composing and PerformingStudents demonstrate their aural skillsthrough a variety of written and auralactivities by singing and playinginstruments with accurate pitch, rhythmand expression. They will also read andcompose music.
	Drama In this unit students will explore the fundamentals of drama, why it is made and performed. They will learn about the elements of drama and how to use them. Students will work collaboratively to perform a scripted and devised drama from our first nations people. They will explain how this dramatic action is communicated through the performance. Students plan, make, perform and actively respond to their developing drama and the drama of others.	Drama Students will compile a collection of work throughout the unit that demonstrates their ability to devise, respond and perform drama of their chosen scene.
Health and Physical Education	Term 1 Health Topic 1: Personal and social awareness	Health Students identify and suggest an appropriate response of action when

Australian Curriculum V9	Theme A: Influences on personal identity Students will engage in discussions and learning activities about stereotypes, identity, cultural influences, media influences, power imbalances, and relationship dynamics. Students will develop a deeper understanding of these topics that will assist them in demonstrating respect, empathy and the necessary skills to enhance their own and others health. Students will explain how different factors influence their own identity and how stereotypes can influence health and societal roles and reasonability's that one has.	creating a personal safety plan for a given scenario and reflecting on stereotypes and forms of discrimination.
	Physical Education Students to develop and apply specialised movement skills connected to tagging and evading in a range of activities across multiple traditional indigenous games.	Physical Education Students will apply specialised movement skills into a range of activities including through traditional Indigenous Games and OzTag.
	Term 2 Health Topic 2: Respectful interactions Theme A: Power in peer, family and community relations Students investigate the term power and explore how power can be used in a positive and negative manner. Students also develop an understanding of power within relationships and how imbalances can arise.	Physical Education Students will be assessed on their ability to demonstrate the specialised skills. They will be assessed on high jump, shot put, 100m, 200m running.
	Physical Education Students explore the skills required for track and field events. They will perform and sequence specialised movement skills and combine the skills to achieve movement outcomes in a range of specialised activities such as high jump, shot put and 100m, 200m and relay running races.	
LOTE (Language Other Than English) Education Australian Curriculum V9 Chinese	(Mandarin) Language and Intercultural Understanding Students learn a combination of language and culture. They learn to communicate using basic greetings, introducing themselves, communicating likes and learn how to count from 1 to 10. Additionally, they write the Chinese characters for these numbers. In Culture they learn about; Beijing, Spring Festival, Ice Sculptures, the Panda, the Golden Snub-Nosed Monkey and Chinese animal sounds. Students engage with the Chinese culture as they make their very own lanterns and Great Wall.	 Student's complete assessments in a variety of ways to demonstrate their understanding of Language and Cultural concepts. These assessments include: Ongoing teacher observations occurring throughout the Chinese lesson focusing on student pronunciation, listening skills, vocabulary development, participation and cultural understandings Quizzes and questioning Vocabulary assessment (digital format) Student work samples – drawing, writing, visual representations