

**Year 5, Semester 1 Key Learning Area Overview**

Learning Area	Overview of Content	Assessment
English	<p><b>Term 1</b>  <b>Persuade Me</b>                      Students listen to, read, view and interpret variety of texts created to influence audiences. 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.</p> <p>Through their writing, 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 a written persuasive text using text structure and 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 write for a particular audience using topic-specific vocabulary and supporting evidence. Their writing will demonstrate an understanding of topic sentences signifying content and how the use of evaluative and modal words influence the audience.</p> <p>Students will also participate in activities to further develop their reading skills by focusing on vocabulary development, fluency (pace, punctuation, phrasing and expression) and comprehension skills. They identify literal (right there) and implied (hidden) meanings. Students engage in synthetic phonics and vocabulary development activities, guided reading, home reading and Monty reading time.</p> <p><b>Term 2</b>  <b>Writing an Entertaining Narrative</b>                      Students listen to, read, interpret and write fantasy narrative texts to demonstrate understanding of narrative text structure – plot, setting with a focus on characterisation. Language choices – complex vocabulary, noun groups, verbs and adjectives. Literary choices – imagery, similes, metaphors. They examine textual features through the deconstruction, reconstruction and the creating of an alternative ending to Deltora Quest Forests of Silence.</p> <p>Students participate in activities to further develop their reading skills with a specific focus on increasing vocabulary and comprehension skills. They recognise literal (right there) and implied (hidden) meanings by understanding complex sentences and language choices such as similes and metaphors. Students engage in synthetic phonics and vocabulary building activities, guided reading, home reading and Monty reading time.</p>	<p><b>Writing</b>                      Students create a written persuasive text for a given audience. They will be assessed on the persuasive devices used and the evidence used to support the argument.</p> <p><b>Reading and Comprehension</b>                      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.</p> <p><b>Writing</b>                      Students plan, draft and create an alternate climax to a fantasy narrative demonstrating their understanding of text structure, language features, grammar, punctuation and spelling.</p> <p><b>Reading</b>  <b>Fluency and Comprehension</b>                      Students read aloud and respond orally and in writing to comprehension questions.</p>

<p>Maths</p>	<p><b>Term 1</b>  <b>Focus Concepts:</b></p> <ul style="list-style-type: none"> <li>• Revision of Number names, counting to 1000, and ordering,</li> <li>• Quantity to 100 000</li> <li>• Partitioning</li> <li>• Place Value</li> <li>• Horizontal Addition and Subtraction</li> <li>• Scaled Instruments and Number lines</li> <li>• 3D Objects</li> </ul> <p>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 the relationship between fractions and decimals and place them on number lines. They engage with negative numbers.</p>	<p>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.</p>
	<p><b>Term 2</b>  This unit will cover the following topics</p> <ul style="list-style-type: none"> <li>• Revision of Number names and counting to 100,000, ordering,</li> <li>• Quantity to 100 000</li> <li>• Multiplicative Thinking</li> <li>• Division</li> <li>• Addition and Subtraction with regrouping</li> <li>• Scaled Instruments for measuring time, temperature and capacity</li> </ul> <p>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.</p> <p>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.</p> <p>Students identify and label the components of angles and draw and measure different types angles. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. Students demonstrate their ability to read time by convert between 12- and 24-hour time.</p>	<p>Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include:</p> <ul style="list-style-type: none"> <li>• Ongoing teacher observations</li> <li>• Student work samples</li> <li>• Problem solving investigations reflecting real life contexts</li> <li>• Fluency tasks</li> <li>• Short answer response assessments which may be digital or paper based.</li> </ul>

<p>Science</p>	<p><b>Term 1</b>  <b>Physical Science</b>  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.</p>	<p><b>Experimental investigation- Exploring the transfer of light:</b> 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.</p>
	<p><b>Term 2</b>  <b>Earth and Space Sciences - Earth's Place in Space</b>  Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people including how Aboriginal and Torres Strait Island People have used the stars to navigate. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and creating Excel tables and graphs to display their data.</p>	<p><b>Multi-modal presentation-</b> students describe key features of the solar system. 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.</p>
<p>HASS</p>	<p><b>Term 1</b>  <b>History - Colonial Australia</b>  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 <b>identify</b> the causes and effects of change on Australian communities during the Gold Rush. They will <b>describe</b> the experiences of Indigenous Australians, miners and migrants in the past. They <b>examine</b> primary and secondary sources to determine their purpose and to <b>identify</b> different viewpoints. Students <b>sequence</b> information about events, the lives of individuals during the Gold Rush in chronological order using timelines. They <b>present</b> their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p> <p><b>Term 2 – Civics and Citizenship</b>  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</p>	<p><b>Term 1</b>  <b>Colonial Australia: Portfolio of Work</b>  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 <b>identify</b> the causes and effects of change on Australian communities during the Gold Rush (flipbook). They will <b>describe</b> the experiences of Indigenous Australians, miners and migrants in the past and they <b>examine</b> primary and secondary sources to determine their purpose and to <b>identify</b> different viewpoints (diary entries, source work and research template). Students <b>sequence</b> information about events, the lives of individuals during the Gold Rush in chronological order using timelines. (timeline and maps). They <b>present</b> their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p> <p><b>Term 2</b>  <b>Civics and Citizenship: Collection of Works</b>  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).</p>

	<p>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.</p>	
Technologies	<p><b>Design Technologies</b> 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 tested 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.</p>	<p>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 solutions</p>
The Arts	<p><b>Term 1</b> <b>Media</b> Students will demonstrate their knowledge and skills by creating a stop motion animation depicting an Aboriginal Dreamtime story of their choice, for presentation to P-2 students at Spring Mountain.</p> <p>Students will explore the use of codes and conventions to tell a story, depict a character, enhance representation and point of view. Students will experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood. Finished animations will be presented in digital form to share and discuss similarities and differences, the shaping of viewpoint, and to examine representation of culture, time, and place. Artworks examined will include media artworks of Torres Strait Island and Aboriginal peoples.</p> <p>This unit complements persuasive and narrative texts which students will be learning about in English during terms 1 and 2.</p> <p>This unit complements drama and music taught during term 1 and 2.</p>	<p><b>Media</b> Students work collaboratively to create a storyboard and film, sharing a narrative of their choice to present to an audience of Prep students at Spring Mountain SS. The narrative will use music narration, text and lighting effects to enhance the narrative.</p>
	<p><b>Music</b> Students learn how to describe music and discuss similarities and differences between several pieces of music. They will explain how the elements of music (tempo, volume, timber and texture) are used to communicate meaning in the music that they listen to, compose and perform. They will sing and use accurate pitch and rhythm to compose and perform music, using the appropriate form symbols and terminology. expressive skills with accurate pitch, rhythm and expression,</p>	<p><b>Responding</b> Students discuss movie soundtrack compositions and make references to the elements of music.</p> <p><b>Composing and Performing</b> Students demonstrate their aural skills through a variety of written and aural activities by singing and playing instruments with accurate pitch, rhythm and expression. They will also compose music using digital technology.</p>
	<p><b>Drama</b> Students explore the fundamentals of drama and respond to drama by using a Traditional First Nations Peoples story as a stimulus. They will explore ideas and narrative structures through roles and situations. They will communicate an understanding of responding to</p>	<p><b>Drama</b> Students will demonstrate their ability to devise, respond to and perform drama. They will develop a drama performance based on a Traditional First</p>

	<p>drama by changing the relationships between characters through dialog, body gestures and movements. Students will work collaboratively to perform a scripted and devised drama from our First Nations People. They will explain how dramatic action is communicated through performances and how it influences their own drama.</p>	<p>Nations Peoples story and consider the other viewpoints on drama that has been viewed</p>
<p>Health and Physical Education</p>	<p><b>Term 1 Health</b> Students examine and apply techniques used in media using public identities to influence the way people act and the choices they make around health messages. Students will propose actions and protective behaviours that promote and maintain health and wellbeing such as eating a healthy diet or meeting recommendations for daily physical activity</p> <p><b>Movement</b> Students refine fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in team-based skills. Students will apply these skills in netball games and group challenges by refining movement concepts and strategies.</p> <p><b>Term 2 Health</b> Students recognise the influence of emotions on behaviours, students explain the influence of people and places on identities.</p> <p><b>Movement</b> 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.</p>	<p>Students will share how important people in their life, media and information labelling can influence them to act or behave in a healthy or safe way. Students will also design and/or modify a food item and its packaging that promote and maintain health and wellbeing.</p> <p><b>Movement</b> Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies within multicultural games. Whilst playing games students are also assessed on teamwork, problem solving and fair play skills.</p> <p><b>Health</b> Students will explain how emotions and relationships can be influenced by the people around them and / or how their emotions and behaviour influences others. They will also recognise and explain how relationships change over time.</p> <p><b>Movement</b> Students will be assessed on their ability to demonstrate the specialised skills. They will be assessed on high jump, shot put, 100m, 200m running</p>
<p>LOTE (Language Other Than English)  Chinese</p>	<p><b>(Mandarin) Language and Intercultural Understanding</b> 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.</p>	<p>Student's complete assessments in a variety of ways to demonstrate their understanding of Language and Cultural concepts. These assessments include:</p> <ul style="list-style-type: none"> <li>• Ongoing teacher observations occurring throughout the Chinese lesson focusing on student pronunciation, listening skills, vocabulary development, participation and cultural understandings</li> <li>• Quizzes and questioning</li> <li>• Vocabulary assessment (digital format)</li> <li>• Student work samples – drawing, writing, visual representations</li> </ul>