

Year 5, Semester 2 Key Learning Area Overview

Learning Area	Overview of Content	Assessment
English	<p>Term 3 Novel and Film Comparison Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen novel and film. Students participate in a discussion panel to compare elements, including their effects on an audience. They use examples from the texts to justify their opinions.</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>Written: Film / Novel Comparison Students keep a journal to compare and contrast a novel and its film adaption. They use their journal to help plan and record a discussion panel comparing the texts. Students develop an opinion and justify their preference using supportive evidence from the texts. They use appropriate specific vocabulary and grammar for the context.</p> <p>Group Discussions: Students participate in group discussions about novels and films.</p> <p>Reading: Students read aloud and respond orally and in writing to comprehension questions.</p>
Maths	<p>Term 3 Poetry Students listen to, read and view a range of poetry, including narrative poems, anthems, odes and other lyric poems from different contexts. They interpret, analyse and evaluate text structures and language features and how the poet has used these for effect in narrative poems. Students create or innovate an imaginative poem and make a multimodal presentation of them performing their poem, using language features and text structures and selecting specific vocabulary, accurate spelling and punctuation. They explain a point of view about a poem, selecting information, ideas and images from a range of resources.</p> <p>Students 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>Multimodal: Students plan, draft and create a poem demonstrating their understanding of poetic structure and poetic devices.</p> <p>Reading and comprehension: Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>
	<p>Term 3 Students continue to solve simple problems involving the four operations. They continue to explore and participate in activities investigating number concepts. Students order decimals and fractions and locate them on number lines. They add and subtract fractions with the same denominator and continue patterns in fractions and decimals.</p> <p>Students use simple strategies to pose question, gather data and solve a chance inquiry question, classify and interpret data. They list outcomes of change</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>experiments with equally likely outcomes and assign probabilities between 0 and 1.</p>	
	<p>Term 4 Students continue to solve problems involving the four operations. They investigate the relationship between addition, subtraction, multiplication and division and use this information to develop efficient written and mental strategies for solving mathematical challenges. Students identify, continue and create the rule for patterns. They identify and explain strategies for finding unknown quantities in number sentences. Students check the reasonableness of their thinking via estimation, rounding and using alternative mathematical strategies.</p> <p>Students describe transformations of two-dimensional shapes and identify line and rotational symmetry. They identify and label the components of angles and measure and construct different types angles.</p> <p>Students explore time and convert between 12- and 24-hour time. They create and explain plans for simple budgets.</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"> • 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.
<p>Science</p>	<p>Term 3 Chemical Sciences – What’s the Matter? Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions; make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. Students suggest ways to improve fairness and accuracy of their investigation.</p>	<p>Experimental investigation -Investigating gases: Students conduct investigations to explore gases. They understand that a container is filled with gas and explore what happens to that gas when the container is placed in how water. They develop a scientific question and prediction, and create a scientific method. They identify safety considerations, record observations, make a graph of the results, identify patterns in their data and compare patterns with predictions when suggesting explanations. Students describe ways to improve the fairness of their investigation.</p>
	<p>Term 4 Biological Science This unit provides students with opportunities to explore some of the structural features and adaptations of desert plants and animals, and to compare them with plants and animals that live in other environments. Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They pose questions and develop evidence-based claims supported by their reasoning. They understand that science involves using evidence and comparing data to develop explanations. Through hands-on activities, students investigate how the structural features of desert plants and animals help them to survive in their own natural environment.</p>	<p>Multimodal presentation- Creating a creature: Students digitally create two imaginary creatures to analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural and behavioural adaptations of their creatures. Students communicate ideas using multimodal texts.</p>

HASS	<p>Geography / Civics and Citizenship / Business and Economics</p> <p>Students explore how choices need to be made when allocating resources. They describe different influential factors around consumer choices and identify different strategies to inform their choices. Students develop questions to guide their investigation. Interpret data, simple pattern/trends and infer relationships based around consumer choices and allocating resources.</p> <p>Geography</p> <p>Students use basic mapping conventions in both large and small scale contexts. Examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia. They describe the relative location of places at a national scale. Students identify and describe geographical characteristics of place. They examine the interconnections between people and environments. Students investigate the impact of human actions on the environmental characteristics of places in Europe and North America. They respond and generate alternative responses to solve a challenge or issue. Students present findings and conclusions using discipline-specific language.</p>	<p><u>Inquiry Task</u></p> <p>Students are presented with an amount of money for spending and saving. Students need to make choices around the allocation of resources. They develop guided questions to help inform their consumer decisions and explain the influential factors around their purchases. Students collect and collate data to explore patterns/trends and suggest conclusions based on evidence.</p> <p>Students use basic mapping conventions to explore environments from national and international locations. They identify and describe different geographical characteristics of a national and international environment. Students respond and generate solutions for preservation in one of their identified environments.</p>
Technologies	<p>Digital Technologies</p> <p>Students define problems in data and functional requirements, as well as addressing problems by designing solutions and developing algorithms. They manage the creation and communication of ideas and information in collaborative digital projects using agreed protocols. Students incorporate decision making, repetition and user interface design into their own visual program. They explain how systems meet needs and consider their sustainability.</p>	<p>Students create basic algorithms for everyday tasks using symbols, iterations and sequential order. They collaboratively create and communication simple protocols for being a safe digital citizen. Students use a variety of resources to code and demonstrate the skills of using visual programming, managing and evaluating.</p>
	<p>Term 3 Drama</p> <p>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 create an improvisation drama that builds on character/role and tension in a selected scene from 'Where the wild things are'. 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.</p>	<p>Drama</p> <p>Students will compile a collection of work throughout the unit that demonstrates their ability to devise, respond and perform drama of their chosen scene.</p>
	<p>Term 3 & 4 Media Arts</p> <p>Students explore different aspects of the film genre to discover its purpose. They observe and analyse the media arts elements used in film. Students will apply their knowledge by planning, filming, and editing artworks to hone their creative skills.</p>	<p>Term 3 & 4 Media Arts</p> <p>Students demonstrate their knowledge and skills by collaborating in teams to create a reimagined movie trailer for the film 'Where the Wild Things Are'. Students plan, film, and edit the movie trailer to represent the story in their chosen genre. They explain their understanding of movie trailers, and decision-making processes for their own artwork.</p>

	<p>Term 4 Dance Students describe and explain how choreographic devices and production elements communicate meaning within the dances they make, perform and view. They will explore and experiment with how movement can express emotion and story. Students will learn about expressive skills to communicate ideas, improve technical skills including body control, accuracy, alignment, strength, balance and coordination. They will structure movements into sequences using dance fundamentals to choreographic a story that represents one of the four elements of matter; fire, water, wind or earth. They perform dance and respond to dances made by others.</p>	<p>Dance Students will learn and perform a sequence of dance movements incorporating choreographic elements that represent one of the four elements of fire, water, wind or earth. They demonstrate technical and expressive skills. safe dance practices and respond to dances made by others.</p>
Health and Physical Education	<p>Term 3 Health Students analyse their own identity and that of a person of influence with whom they identify.</p> <p>Movement Students will explore different traditional Indigenous games and explore the skills that required to play them, students will explore how playing games from different cultures can create community understanding. Students will discuss different ways in which they can make these games fair and different ways they can score these activities.</p> <p>Term 4 Health Students examine how wellbeing is impacted by accessing a range of physical, environmental and culturally diverse opportunities.</p> <p>Movement Students explore a range of different specialised movement skills. These movements will include kicking, marking, and handballing. Students will learn these skills through an AFL Blitz program over the term.</p>	<p>Health Students describe being a part of a community and the influence of people and place on identity.</p> <p>Movement Observe movement skills associated with large ball games (overarm shoulder pass, chest pass, bounce pass, dribbling) and catching and transfer them to a range of movement situations.</p> <p>Health Students examine how their identity changes as they get older and the need to understand how they can best take care of their well-being.</p> <p>Observation of students performing the specialised movement skills of kicking, marking, and handballing.</p>
LOTE (Language Other Than English) Chinese	<p>(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 farm animals. Students also learn how to count from 1 to 5 and 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. They also take part in two activities related to Chinese culture that could include but are not limited to; Tai Chi and making play dough dumplings.</p>	<p>Students 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"> • 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