



YEAR 5 TERM TWO CURRICULUM OVERVIEW

ENGLISH - Engaging with information reports

Students will:

- engage with a variety of informative texts such as reports, explanations, reviews and procedures by Australian, First Nations Australian and world authors.
- explore how text features such as chapters, headings and subheadings, tables of contents, indexes and glossaries guide the reader to understand and access information in a text.
- use texts as models to create an informative text.

MATHEMATICS

Number and place value – adding and subtracting five digit numbers, dividing numbers to five digits, divisibility rules for 4,8 and 9, multiplying by multiples of 10.

Fractions and decimals - make connections between fractional numbers and the place value system, and represent, compare and order decimals

Shape - apply the properties of three-dimensional objects to make connections with a variety of two-dimensional representations of three-dimensional objects, represent three-dimensional objects with two-dimensional representations.

Location and transformation - investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes.

Geometric reasoning - identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles.

SCIENCE - Survival in the Environment

Students will:

- analyse the structural features and behavioural adaptations that assist living things to survive in their environment.
- understand that science involves using evidence and comparing data to develop explanations.
- investigate the relationships between the factors that influence how animals survive in their environments, including those that survive in extreme environments.
- use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

HASS - Communities in Colonial Australia

In this unit, students will explore the inquiry question:

During the Gold Rushes, how did significant people and events impact the Australian colonies?

Student will:

- identify causes and effects of the Australian Gold Rushes on different groups of people, colonies and the environment;
- investigate the significance and impact of a significant event;
- sequence important events and developments that occurred in chronological order using timelines;
- locate information and identify viewpoints from a variety of sources to answer inquiry questions.

THE ARTS

MUSIC

This semester students will:

- Explore known rhythmic and melodic elements
- investigate extended pentatonic scale
- reflect on their own performances and compositions
- explore rhythmic elements – syncopa
- Explore call and response form when composing
- Develop notation skills using traditional and unconventional scores

HEALTH AND PHYSICAL EDUCATION

In **Health** students investigate drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.

In **Physical Education** through the sport unit of Track and Field, students will:

- practise specialised movement skills and apply them in a variety of movement sequences and situations
- participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing
- manipulate and modify elements of effort, space, time, objects and people to perform movement sequences
- apply critical and creative thinking processes in order to generate and assess solutions to movement challenges
- demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.

TECHNOLOGIES

Students will continue to engage in a number of activities, including:

- investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems
- following, modifying and designing algorithms that include branching and repetition
- developing skills in using a visual programming language within a maze game context

Students apply a range of skills and processes when creating digital solutions. They will:

- define problems by identifying appropriate data and functional requirements
- design a user interface, considering design principles
- follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game
- evaluate how well their solutions meet needs
- plan, create and communicate ideas using agreed protocols, developing and reflecting on plans and their finished product.

LANGUAGES - CHINESE - Community

Students will:

- learn places in a community,
- apply formulaic expression to tell location of places,
- read informative texts,
- locate and process information in multimodal texts,
- respond to information to identify key points.