



Year 5 2024 Term Four - Curriculum Overview



School Priorities 2024

Quality Teaching

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



Student Success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



Connected Community

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

Save the Date:

Year 5 QCCC Mapleton Camp: **Wed 16/10 – Fri 18/10**
Colour Run – **Wednesday 9th October**
Senior Swimming Carnival – **Wednesday 4th December**



ENGLISH – Exploring narrative through novels and film

This term, students will listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They will demonstrate understanding of the depiction of characters, setting and events in a chosen film and create a written comparison of a novel and the film adaptation. Students will listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. They will express and justify opinions about aspects of the novels and films during group discussions.

Assessment: Students will write a comparison of a novel and its film adaptation and state a preference.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:

- **Number and place value** - apply mental and written strategies to solve addition, subtraction, multiplication and division problems; solve problems involving addition, subtraction, multiplication and division; use efficient mental and written strategies to solve problems.
- **Using units of measurement** - read and represent 24-hour time, convert between 12-hour and 24-hour time.
- **Location and transformation** - explore maps and grids, use a grid to locate and describe locations, describe positions using landmarks and directional language.
- **Geometric reasoning** - estimate and measure angles, construct angles using a protractor.
- **Data representation and interpretation** - explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

Assessment: Students will convert between 12-hour and 24-hour time. They will mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes. Students will also use a grid reference to locate landmarks.

SCIENCE – Our place in the solar system

This term, students will explore and describe the key features of our solar system including planets and stars. They will 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.

Assessment: Students will research information about the solar system, outline how scientific developments in space technologies can influence our lives and help us solve problems and explain how different people have contributed to our science knowledge of the solar system. They will also evaluate the impact of scientific advancements in space exploration on our daily lives.

HASS – Participating in Australian Communities

This term in HASS, students will explore the following inquiry question:

- *How have people enacted their values and perceptions about their community, other people and places, past and present?*

Students will:

- investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice
- explore representative democracy and voting processes in Australia
- investigate how students enact democratic values and processes through participating in school elections
- generate alternative responses to a democratic issue and propose action by describing the positive and negative effects
- present ideas about proposed actions in response to a democratic issue

Assessment: *Students will investigate democratic values and processes in a community.*

TECHNOLOGIES

Digital Technologies

This curriculum area was taught and assessed in Term 3.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

This curriculum area was taught and assessed in Term 3.

Physical Education

Students will perform freestyle, backstroke and breaststroke with fluency and control. They will combine movement concepts and strategies to learn to perform in a race event scenario.

Assessment: *Students will perform freestyle, backstroke and breaststroke with fluency and control. They will combine movement concepts and strategies to learn to perform in a race event scenario.*

JAPANESE

In this unit, students will use language to explore the concept of fashion. Students will learn vocabulary and sentence structures relating to clothing. They will create a connected text describing a fashionable outfit and reflect on how Japanese influences and is influenced by other languages and cultures.

Assessment: *Students will write a composition that includes a fashion description.*

THE ARTS

Music

In this unit, students will make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.

Assessment: *Students will use rhythm, pitch, form and symbols and terminology to compose music.*

Visual Arts

In this unit, students will explore the visual language of urban landscape depiction to create observational artworks depicting Australian urban landscapes. They will describe and interpret artists' personal connection to place and how they express a personal view in their artwork.

Assessment: *To explore the visual language of urban landscape depiction in artworks by Australian artists.*