



Year 5/6 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'.



Save the Date – Yr 5

Save the Date – Yr 6

Colour Run – **Wednesday 9th October**
Senior Swimming Carnival – **Wednesday 4th December**

Year 5 QCCC Mapleton Camp: **Wed 16/10 – Fri 18/10**

Yr 6 Graduation – **Wednesday 27th November**
Yr 6 End of Year excursion – **Thursday 5th December**

ENGLISH – THAT'S A **NOVEL** IDEA!

YEAR 5

Through participation in a book study in which students read a novel and view its graphic novel companion, students will explain how ideas about characters, settings and events are developed supported by text structure. They will share their responses to each text, justifying their opinions after exploring and evaluating how language features, including literary devices, and visual features contribute to the effect and meaning of the text.

Throughout the unit, students will also work to refine their 'Communicator' learner asset by building on their speaking and listening toolkit by building a bank of moves to enable them to clarify their understanding through paraphrasing and questioning, make connections to their own experience. Using these skills, students will participate in a small group discussion to present and justify which text type they believe is more effective in delivering key ideas. They will learn how to support their point of view using specific details and develop their ability to use accountable discussion techniques to actively participate in robust respectful discussions.

Assessment:

Students will:

- Read, view and comprehend an excerpt related to the topic of the book study
- Use speaking and listening interaction skills in a small group to debate the question: 'Which text was more entertaining; novel or graphic novel?'

YEAR 6

Through participation in a book study in which students read a novel and view its graphic novel companion, students will identify the similarities and differences in how ideas about characters, settings and events are presented in these different texts. They will share their responses to each text, justifying their opinions after exploring and evaluating how language features, including literary devices, and visual features engage and entertain the audience.

Throughout the unit, students will also work to refine their 'Communicator' learner asset by building on their speaking and listening toolkit by building a bank of moves to enable them to ask questions to clarify their understanding, paraphrase what they have heard to verify their understanding of others' perspectives as well as synthesizing new information presented by others and respectfully challenging others' ideas. Using these skills, students will participate in a small group discussion to debate which text type they believe is more effective in delivering key topics, themes and plots. They will learn how to support their point of view using specific details and develop their ability to use accountable discussion techniques to actively participate in robust respectful discussions.

Assessment:

Students will:

- Read, view and comprehend an excerpt related to the topic of the book study
- Use speaking and listening interaction skills in a small group to debate the question: 'Which text was more entertaining; novel or graphic novel?'

MATHEMATICS

YEAR 5

Students will have opportunities to develop:

Understanding: Compare and order fractions, represent fractions in various ways, describe transformations and identify line and rotational symmetry

Fluency: Using estimation to check the reasonableness of answers to calculations and use instruments to measure angles

Problem Solving: Formulating and solving authentic problems using whole numbers and creating financial plans

Reasoning: Investigating strategies to perform calculations efficiently and continue patterns involving fractions and decimals

Assessment:

Students will:

- Use a grid reference system to locate landmarks
- Add and subtract fractions with the same denominator
- Explain plans for simple budgets, using estimating and rounding as a method to check the reasonableness of simple financial problems, including finding unknown quantities in number sentences
- Measure and construct angles, make connections between 3D objects and their 2D representations, describe transformations and identify line and rotational symmetry

YEAR 6

Students will have opportunities to develop:

Understanding: Describe properties of different sets of numbers, represent fractions in various ways and describe the connection between fractions and decimals

Fluency: Represent integers on a number line, calculate simple percentages, use brackets appropriately, convert between fractions and decimals and use operations with fractions, decimals and percentages

Problem Solving: Solving authentic problems using fractions, decimals and percentages and find the size of unknown angles

Reasoning: Explain the transformation of one shape into another and describe results for continuing number sequences

Assessment:

Students will:

- Write correct number sequences using brackets and order of operations
- Describe the use of integers in everyday contexts. Locate an ordered pair in a quadrant on the Cartesian plan and describe combinations of transformations
- Construct simple prisms and pyramids, describe combinations of transformations and solve problems using the properties of angles
- Calculate common percentage discounts on sale items

SCIENCE

YEAR 5 - PHYSICAL SCIENCES

In this unit, 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 the colour of objects, and the relationship between a light source's distance and shadow height. They will plan investigations by posing questions, making predictions and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.

Assessment: Students will describe how scientific developments have affected people's lives and helped us to solve problems associated with light. They will plan and create a light box which showcases different phenomena associated with the transfer of light. They will use scientific language and ray diagrams to communicate the science behind the various aspects of their light box. experiment with the properties associated with light to create a light box.

YEAR 6 - CHEMICAL SCIENCES

In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely.

Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

Assessment: Students will demonstrate their understanding of the requirements for the transfer of electricity by examining a circuit to identify a fault amongst its various electrical components. Students will also investigate different sources of energy and make a recommendation for which energy source might be best suited for a given environment.

Humanities and Social Sciences (HASS)

YEAR 5 - GEOGRAPHY

In this Geography unit, students are enrolled as travel agents who are tasked with researching a holiday destination for a client. The client is wanting to visit a country in either North America or Europe but cannot make up their mind about which country would best meet their needs. They have come to the travel agency to request a recommendation.

In planning the proposal, travel agents will need to organise, represent and interpret geographical data to support and justify their conclusion in recommending a travel destination for the client

Students will:

- Use geographic tools to describe the relative location of main countries in Europe and North America in relation to Australia
- Examine the characteristics of places in countries found in Europe and North America
- Explore how human characteristics associated with places interact with physical geography to create distinct identities, influencing how visitors experience and perceive them
- Investigate the impact of human actions on the environmental characteristics of places in Europe and North America
- Evaluate evidence about the characteristics of places to draw conclusions about preferred holiday destination proposal

Assessment:

Students will create a travel proposal for a holiday destination which shows relative location of proposed destination, describes its characteristics and discusses how these influence tourism decisions.

YEAR 6 - GEOGRAPHY

In this Geography unit, students are enrolled as travel agents who are tasked with researching a holiday destination for a client. The client is wanting to visit a major country in the Asia region but cannot make up their mind about which country would best meet their needs. They have come to the travel agency to request a recommendation.

In planning the proposal, travel agents will need to organise, represent and interpret geographical data to support and justify their conclusion in recommending a travel destination for the client

Students will:

- Use geographic tools to describe the absolute location of countries in Asia using latitude and longitude
- Examine the characteristics of places in countries found in the Asian region
- Explore the impact that differences in economic, demographic and social characteristics of places in the Asian region might have on tourism
- Investigate the impact of human actions on the environmental characteristics of places in Asia
- Evaluate evidence about the characteristics of places to draw conclusions about preferred holiday destination proposal

Assessment: *Students will create a travel proposal for a holiday destination which shows absolute location of proposed destination, compares its economic, social and demographic characteristics and explain how these influence tourism decisions.*

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.

YEAR 5 - 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.*

YEAR 6 - PHYSICAL EDUCATION

Students will demonstrate strength and rhythm in at least three strokes for carnival racing. Students complete 25m and 50m efforts, effective dive entry for race starts and demonstrate efficient breathing and kicking technique for improved performances.

Assessment: *Students will perform freestyle, backstroke and breaststroke. They will demonstrate fluent and controlled strokes over a set distance (25m to 50m). They will also combine movement concepts and strategies to perform in a swimming carnival scenario.*

JAPANESE

YEAR 5/6

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

YEAR 5/6 -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.*

YEAR 5 - 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.*

YEAR 6- VISUAL ARTS

Students will plan and make artworks reflecting the style of cubism. They will create a portrait, showing a face in the double perspective (frontal and profile view). They will describe art elements used and explain the features of cubism.

Assessment: *Students explore the art movement of Cubism to plan and create a portrait showing a face in double perspective and/or fractured geometry.*