

Term 3 Curriculum Overview

Year 5, 2021

	Students are learning...	Students will demonstrate...
English	<p>To create an engaging historical piece that describes the experiences of people and events during the Australian Gold Rush era and how these influenced change.</p>	<ul style="list-style-type: none"> • An understanding of the Australian Gold Rush to create an informative and entertaining piece that describes the significance of people and events that brought about change. • The understanding that the significance of certain people and events shaped Australia in terms of infrastructure, democracy, multiculturalism and perspectives. • Understand how language features, images and vocabulary influence interpretations of characters, settings and events. • Understanding of grammar using a variety of sentence types. • How to select specific vocabulary and use accurate spelling and punctuation.
Maths	<p>In this unit, students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:</p> <p><u>Number & Algebra:</u></p> <ul style="list-style-type: none"> • Round and estimate to check an answer is reasonable • Use written strategies to add and subtract • Use an array to multiply one-digit and two-digit numbers • Use divisibility rules to divide • Solve problems involving computation and apply computation to money problems • Add and subtract using mental and written strategies including the right-to-left strategy • Multiply whole numbers and divide by a one-digit whole number with and without remainders. • Investigate income and expenditure • Calculate costs • Investigate savings and spending plans • Develop and explain simple financial plans • Use number sentences to find unknown quantities involving multiplication and division. <p><u>Measurement & Geometry:</u></p> <ul style="list-style-type: none"> • Choose appropriate units for length, area, capacity and mass; • Measure length, area, capacity and mass. 	<p>How to calculate measurements Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles.</p> <p>How to investigate and calculate measurement Students use simple strategies to reason and solve a measurement inquiry question.</p> <p>How to continue patterns, calculating with money and numbers Students apply a range of computation strategies to solve problems and to plan and calculate simple budgets.</p> <p>How to explain simple budgets Students explain plans for simple budgets.</p>

	<ul style="list-style-type: none"> • Problem-solve and reason when applying measurement to answer a question. • Explore mapping conventions • Interpret simple maps • Use alphanumeric grids to locate landmarks and plot points • Describe symmetry • Create symmetrical designs and enlarge shapes. 	
<p>Science Now you see it</p>	<p>In this unit, students will investigate the properties of light and the formation of shadows.</p> <p>They will:</p> <ul style="list-style-type: none"> • 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 light source distance and shadow height. • Plan investigations including posing questions, making predictions, and following and developing methods. • Analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. • Explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives. 	<p>How to explore transmission of light.</p> <p>Students:</p> <ul style="list-style-type: none"> • Classify objects as opaque, transparent, translucent. • Present information collected in investigations, pose questions, make predictions, compare data with predictions, plan and develop scientific explanations within investigations and communicate ideas and explanations through the use of labelled diagrams and scientific terminology. <p>How to experiment with investigation - Exploring the transfer of light.</p> <p>Students:</p> <ul style="list-style-type: none"> • Plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. • Describe how scientific developments have affected people's lives and help us solve problems. • Describe ways to improve the fairness of their investigation and communicate ideas and findings.
<p>HASS</p> <p>Communities in colonial Australia (1800s)</p>	<p>Communities in colonial Australia (1800s)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i> <p>In this unit, students:</p> <ul style="list-style-type: none"> • Examine key events related to the development of British colonies in Australia after 1800 • Identify the economic, political and social reasons for colonial developments in Australia after 1800 • Investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • Locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • Present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community 	<p>Communities in colonial Australia (1800s)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Locate and collect information from a range of sources to answer questions • Examine sources to determine their purpose and to identify different viewpoints • Describe the significance of events/developments in bringing about change. • Describe the significance of people in bringing about change • Describe aspects of the past that have remained the same • Examine sources to identify different viewpoints • Identify the causes and effects of change on particular communities • Sequence information about events and the lives of individuals in chronological order using timelines.

	<ul style="list-style-type: none"> • Identify different viewpoints about the significance of individuals and groups in shaping the colonies • Sequence significant events and developments that occurred during the development of colonial Australia using timelines. 	
Technology Digital Technology	<ul style="list-style-type: none"> • To define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. • To incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. 	<ul style="list-style-type: none"> • Students generate and record design ideas for specified audiences using appropriate technical terms, and graphical and non-graphical representation techniques including algorithms. • Students plan, design, test, modify and create digital solutions that meet intended purposes including user interfaces and a visual program.
Health Healthy Habits	<p><u>Title: Healthy Habits</u> In this unit, students are learning:</p> <ul style="list-style-type: none"> • To understand the meaning of preventative health • How to maintain overall health and wellbeing through good habits • How to seek help from community resources • To investigate strategies to promote health and wellbeing 	<ul style="list-style-type: none"> • Students will demonstrate how they can effectively describe their own and others contributions to health and wellbeing. • Students will access and interpret health information and apply problem solving skills to enhance their own and others health and wellbeing. • Students will investigate a range of different strategies for people to consider with their overall health and wellbeing, as well as others.