Term 4 Curriculum Overview
Year 5, 2021

		Students are learning…	Students will demonstrate…
English		**Informative Text – Animal Adaptations** In this unit, students create an informative text to explain and demonstrate how adaptations help an animal to thrive in its environment.	• Use of language features to show how ideas can be extended in informative texts for different purposes and audiences. • Presentations which include multimodal elements for defined purposes. • Specific vocabulary and use accurate spelling and punctuation. • Edited work which has cohesive structure and meaning. • Understanding of grammar using a variety of sentence types. • How to Develop and explain a point of view about a text, selecting information from a range of resources. • How to explain how text structures assist in understanding the text. • How to listen and ask questions to clarify content.
Maths		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: • **Number and place value** - apply mental and written strategies to solve addition, subtraction, multiplication and division problems; identify and use factors and multiples; apply computation skills; use estimation and rounding to check reasonableness; 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. • **Chance** - list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments.	**Calculating time and identifying factors and multiples** • Students convert between 12-hour and 24-hour time. Students identify and describe factors and multiples of whole numbers. **Describing chance and probability** • Students mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes. **Investigating with measurement and mapping** • Students use simple strategies to reason and solve measurement and location inquiry questions.
Science		**Animal Adaptations:** • The structural features and behavioural adaptations that assist living things to thrive in their environment. • The relationships between the factors that influence how plants and animals thrive in their environments.	• And analyse how the form of living things enables them to function in their environment. • Communication of ideas using multimodal texts. • Construction of tables and graphs to organise data.
HASS		**Participating in Australian Communities** In this unit, students are learning about the importance of democracy, its values and processes. They will explore the following key inquiry question: • *How have people enacted their values and perceptions about their community, other people and places, past and present?*	• The ability to generate ideas about an issue and how to respond to it. • Describe different viewpoints to an issue or challenge. • Present findings and conclusions in a range of communication forms using appropriate conventions.

Design Technology (Semester 2)	• 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 design s and implement their digital solutions, including a visual program.	• 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	**Growing up** • In this unit, students explore developmental changes and transitions that occur, as they grow older. • Students investigate strategies available to assist them with the transition.	Students investigate developmental changes and transitions associated with growing up and access and interpret health information.