

	Students are learning...	Students will demonstrate...
<p><b>English</b></p>	<p><b>I'm not Convinced...Yet!</b>            Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a persuasive, multimodal text, including written and visual elements, from a particular viewpoint for the purpose of influencing their audience.</p>	<p>Students create a persuasive multimodal text about a topic that they select which is relevant to the local community. Their writing will demonstrate understanding of grammar and a variety of sentence types, including complex sentences. Students will take account of differing perspectives and recognise that ideas in texts are conveyed from differing viewpoints which can lead to different interpretations and responses. They publish their text choosing appropriate text structure, language features, images and sound that is appropriate to their purpose and audience.</p>
<p><b>Maths</b></p>	<p><b>Measurement &amp; Geometry:</b></p> <ul style="list-style-type: none"> <li>measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles</li> </ul> <p><b>Statistics &amp; Probability:</b></p> <ul style="list-style-type: none"> <li>identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game</li> </ul> <p><b>Interpreting data and posing questions to collect data:</b></p> <ul style="list-style-type: none"> <li>build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.</li> </ul>	<p><b>Measurement &amp; Geometry:</b></p> <ul style="list-style-type: none"> <li>Students measure and construct angles, and make connections between three-dimensional objects and their two-dimensional representations. Students describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry.</li> </ul> <p><b>Statistics &amp; Probability:</b></p> <ul style="list-style-type: none"> <li>Students use simple strategies to reason and solve chance inquiry questions.</li> </ul> <p><b>Interpreting data and posing questions to collect data:</b></p> <ul style="list-style-type: none"> <li>Students classify and interpret data and pose questions to gather data.</li> </ul>
<p><b>Science</b></p>	<p><b>Our Place in the Solar System</b>            Students describe the key features of our solar system including planets and stars. They 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. With guidance, students pose questions and plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p>Students describe key features of the solar system. Students describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.</p>

<b>HASS</b>	<p><b>People and their environment</b></p> <p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>• How do people and environments influence one another?</li> </ul> <p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>• examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia</li> <li>• describe the relative location of places at a national scale</li> <li>• identify and describe the human and environmental factors that influence the characteristics of places</li> <li>• examine the interconnections between people and environments</li> <li>• investigate the impact of human actions on the environmental characteristics of places in Europe and North America</li> <li>• organise data in a range of formats using appropriate conventions</li> <li>• interpret data to identify simple patterns, trends, spatial distributions and infer relationships</li> <li>• evaluate evidence about the characteristics of places to draw conclusions about preferred places to live</li> </ul> <p>present findings and conclusions using discipline-specific terms.</p>	<p>Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• explain the characteristics of places in different locations at local to national scales</li> <li>• identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments</li> <li>• sort, record and represent data in different formats, including small-scale maps, using basic conventions</li> <li>• interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence</li> <li>• present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</li> </ul>
<b>Health</b>	<p><b>Multicultural Australia/ Identity</b></p> <p>Students explain the influence of people and places on identities. Students examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.</p>	<p>A Year 5 Harmony Day event is to be held. Working in a group, you are to select a cultural group represented at our school. It may be a group with which you personally identify. You will research a traditional food and physical activity from that cultural group to be shared at the event. In addition to this, your group will create a poster which describes your chosen food and physical activity and examines how sharing these experiences can support community wellbeing and cultural understandings.</p>