

Kedron State Schools Expectations

- Be Respectful**
- Be Responsible**
- Be Safe**
- Be a Learner**

Choose your Attitude 	Quiet 	Be Organised 	Following Directions 	Getting Started 
Staying on Task 	Scan for Clues 	Ask for Help 	Completing Task 	Is this my Best Work? 

Year 5 Curriculum – Term 3

Classroom teachers – Anthony Kleidon and Dale Vickers

English – Weeks 1-5

Appreciating poetry

In this unit, students listen to, read and view a range of poetry, including, anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.

Specific learning opportunities include:-

- comprehending subject matter of different forms of poems, including topic and form
- identifying examples of text structures used to construct meaning in poems, such as verses/stanzas, lines, rhyming patterns, rhythm and punctuation
- identifying language features used for purpose and effect in poems, such as poetic devices (imagery and sound devices), precise vocabulary and noun groups
- recording information about different poems, including text structure, language features, purpose and audience
- comprehending social, cultural and historical contexts in poems
- creating short written responses, using metalanguage to describe opinions of poems and effects of poems on an audience.

Assessment

Poetry analysis

Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.

Maths

Number and place value - 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.

Fractions and decimals - make connections between fractions and decimals, compare and order decimals.

Money and financial mathematics - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.

Patterns and algebra - create, continue and identify the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division.

Using units of measurement - choose appropriate units for length, area, capacity and mass; measure length, area, capacity and mass; problem-solve and reason when applying measurement to answer a question.

Location and transformation - explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes.

Assessment

Calculating measurements

Continuing patterns, calculating with money and numbers

Investigating the size of an object (M)

Science

Our place in the solar system

In this unit, students will 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. With guidance, students will pose questions and plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.

Assessment

Poster/multi-modal presentation

Exploring the solar system

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.



Humanities and Social Science – HaSS

Communities in colonial Australia (1800s)

In this unit, students:

- 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
- 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.



The ARTS

Light and Shadow

In this unit, students shape time and space to explore representations in media art forms.

Students will:

- explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community
- experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production
- present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting
- explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

Health

Multicultural Australia

In this unit, students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.

Technology – Semester 2

A-maze-ing digital designs

In this unit students engage in a number of activities, including:

- investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems
- following, modifying and designing algorithms that include branching and repetition
- developing skills in using a visual programming language within a maze game context
- working collaboratively to create a new maze game.

- students will apply a range of skills and processes when creating digital solutions. They will:
- define problems by identifying appropriate data and functional requirements
- design a user interface, considering design principles
- follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game
- implement their game using visual programming
- evaluate how well their solutions meet needs
- plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.

Led by Mrs Oxenham

Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.

[Information for parents years 5–6](#)