

## Kedron State Schools Expectations

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

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

# Year 5/4 Curriculum – Term 3

Classroom teachers – Sharon Choi

## 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.

#### 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.

## Weeks 6-10

### Responding to poetry

Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.

#### Assessment

#### Digital multimodal narrative

*Poster/multimodal presentation*

Students create a digital multimodal transformation of a narrative poem.

## Maths

**Money and financial mathematics** - represent, calculate and round amounts of money required for purchases and change.

**Number and place value** - interpret number representations; sequence number values; apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division; develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.

**Fractions and decimals** - partition to create fraction families; identify, model and represent equivalent fractions; count by fractions; solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals.

**Using units of measurement** - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement.

**Patterns and algebra** - use equivalent addition and subtraction number sentences to find unknown quantities.

#### Assessment

#### Comparing areas and using measurements

Investigating mass

Recognising and locating fractions

## Science

### Material use

In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.

#### Assessment

Investigating properties affecting the use of ochre.



## Humanities and Social Science – HaSS – Semester 2

### Sustainable use of places

In this unit, students will:

- explore the concept of 'place' with a focus on Africa and South America
- describe the relative location of places at a national scale
- identify how places are characterised by their environments
- describe the characteristics of places, including the types of natural vegetation and native animals
- examine the interconnections between people and environment and the importance of environments to animals and people
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments
- propose actions for caring for the environment and meeting the needs of people.

## The ARTS - Dance

### Dance Messages\*

In this unit, students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.

Students will:

- improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices
- practise technical skills safely in fundamental movements
- perform dances using expressive skills to communicate a message or a moral
- identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

Facilitated by Creative Dance Industries

## Health

### Health channels

In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.

## Technology – Semester 2

In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They will:

- recognise different types of data and represent the same data in different ways
- collect, access and present data as information using simple software (such as spreadsheets)
- explore and describe how a range of common information systems present data as information to meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions
- plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols
- explain how existing information systems meet personal, school and community needs.

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 3–4](#)