

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 4

Classroom teachers – Tamara Jinks, Neil Fogarty, Ed Barker

English

Exploring narrative through novels and film

In this unit students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation.

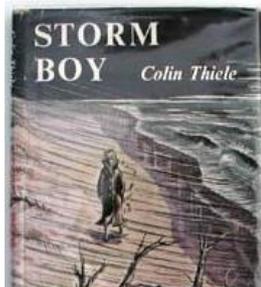
Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.

Specific learning opportunities include:-

- using objective language
- using metalanguage to describe the effects of text structure, language features, visual features and multimodal features on an audience
- using accurate spelling and punctuation including apostrophes of possession
- creating written comparisons
- recording information about different films including: text structure, language features, visual features, purpose and audience
- creating short written responses using metalanguage to describe opinions of the films and effects of the films on an audience
- participating in informal group discussions
- comprehending social, cultural and historical contexts in narratives
- recording information about plot elements in narrative texts
- planning and publishing a film review.

Assessment

Group discussions



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.

Fractions and decimals - apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond.

Money and financial mathematics - create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions.

Using units of measurement - read and represent 24-hour time, convert between 12-hour and 24-hour time.

Location and transformation - explore maps and grids, use a grid to locate and describe locations, describe positions using landmarks and directional language.

Geometric reasoning - estimate and measure angles, construct angles using a protractor.

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,

Data representation and interpretation - explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

Assessment

Calculating time and identifying factors and multiples

Describing chance and probability

Investigating with measurement and mapping

Science

Matter matters

In this unit students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They will represent data and observations in tables and graphs. They will identify patterns and relationships in data and suggest methods

to improve fairness and accuracy. Students will understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.

Specific learning opportunities include:-

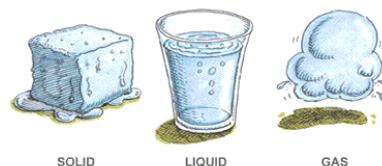
- classify materials as solid, liquid or gas
- present information collected in investigations, including the use of graphs
- identify and compare the properties of solids, liquids and gases
- understand change of state
- understand how knowledge of the properties of materials affects our decisions in relation to safety
- question, predict, plan and develop scientific explanations within investigations.

Assessment

Assignment/Project – Investigating evaporation and explaining solids, liquids and gases

Investigating evaporation

Investigating condensation



SOLID

LIQUID

GAS

Humanities and Social Science – HaSS

Participating in Australian communities

In this unit, students 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?

Specific learning opportunities include:-

- investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice
- identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor
- explore representative democracy and voting processes in Australia
- investigate how students enact democratic values and processes through participating in school elections
- generate alternative responses to a democratic issue and propose action by describing the positive and negative effects
- present ideas about proposed actions in response to a democratic issue.

Assessment

Participating in Australian communities:-

Students investigate democratic values and processes in the school community.

The ARTS - Media

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.

Design Technology

Materials and technologies specialisations: Design for

In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design and create a diorama with elements of light and shadow to depict a conservation theme from the story, Storm Boy.

They will examine the role of people in a range of technologies occupations and the tools and techniques they use.

Students will apply the following processes and production skills:

- investigating by:
 - the analysis of needs and opportunities for designing
 - the analysis of technologies and design features used in wildlife management
 - the testing of tools and techniques with a range of materials
- generating and documenting design ideas for a wildlife management product
- producing a wildlife management product for an identified need
- evaluating design ideas, processes and solutions against negotiated criteria for success
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

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](#)

Connecting every learner, every day in every way for success