

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 1

Year Level Teachers – Neil Fogarty, Bernadette Sheahan, Angus McLachlan

English

Examining and creating fantasy texts

In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.

Specific learning opportunities include:-

- understanding how to move beyond making bare assertions and take account of differing perspectives and points of view
- understanding how texts vary in purpose, structure and topic as well as the degree of formality
- understanding that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold
- understanding the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
- understanding how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea
- understanding the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts

Assessment

Imaginative response

Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.

Maths

Number and place value - make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods.

Fractions and decimals - use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator.

Using units of measurement - investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

Chance - 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.

Data representation and interpretation - 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.

Assessment

Interpreting data and posing questions to collect data

Investigating chance experiments

Solving simple multiplication, subtraction and fraction problems

Science

Survival in the environment

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

Assessment

Creating a creature



Humanities and Social Science – HaSS

People and the environment

In this unit, students will explore the following inquiry question:

- *How do people and environments influence one another?*

Learning opportunities support students to:

- examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia
- describe the relative location of places at a national scale
- identify and describe the human and environmental factors that influence the characteristics of places
- examine the interconnections between people and environments
- investigate the impact of human actions on the environmental characteristics of places in Europe and North America
- organise data in a range of formats using appropriate conventions
- interpret data to identify simple patterns, trends, spatial distributions and infer relationships
- evaluate evidence about the characteristics of places to draw conclusions about preferred places to live
- present findings and conclusions using discipline-specific terms.

The ARTS

Natural Disasters

In this unit students make and respond to drama, exploring the impact of natural disasters on communities including stories and accounts as stimulus.

Students will

- explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods
- develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action
- rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience
- explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities.

Design Technology – Semester 1

Materials and technologies specialisations: Design for nature

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 a product to meet an identified need or opportunity for wildlife in their local area.

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.

Health

Growing Up

Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition

Assessment

Students investigate developmental changes and transitions associated with growing up. They access and interpret health information to create *The Development Game*.

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.

