

# Year 5 Curriculum Map

## Term 3, 2023

### Information for Parents & Carers



#### English

##### *Responding to Poetry*

**Teaching and Learning:** In this unit of work, students will listen to, read and view a range of poetry, including Australian narrative poems (ballads). When reading and viewing poems, students will examine and analyse the text structure, vocabulary and character development, in order to deepen their understanding of texts. Students will revise narrative structure (orientation, complication, climax, resolution), character development and language feature use as they practise transforming a narrative poem into a narrative.

**Assessment:** For their assessment task, Year 5 students will read and analyse the Australian poem 'Mulga Bill's Bicycle'. They will use this text to plan, write and then create a digital multimodal transformation of a narrative poem.

#### Maths

Over the course of Term 3, students in Year 5 will learn about and be assessed on the following concepts:

**Number and place value** – round and estimate to check answers, written strategies for adding and subtracting, use divisibility rules to divide, solve problems using the strategies, multiply and divide whole numbers with and without remainders.

**Fractions and decimals** – compare, order and make connections between fractions and decimals.

**Patterns and algebra** - create, continue and solve the rule for number and fraction patterns (+ -), use number sentences to find unknown quantities ( $x \pm$ ).

**Measurement** – identify units for length, area, capacity and mass, measuring length, area, capacity, mass & perimeter

**Chance** - order chance events, express probability on a continuum (number line), apply probability to and make predictions in chance experiments (flipping coins, rolling a dice).

**Location and transformation** - use a grid to describe locations on maps, describe positions using landmarks & directional language.

#### Science

##### *Now You See It!*

**Teaching and Learning:** In this unit, students will investigate the properties of light, the formation of shadows and explore the role of light in everyday objects and devices. They will investigate reflection angles, how refraction (bending light) affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. Students will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled diagrams.

**Assessment:** Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.

#### Language Other Than English (LOTE)

##### *Pets*

**Teaching and Learning:** In this unit, students will learn the nouns and adjectives of the Japanese language relating to pets and animals. They will also continue to focus on comprehension and composition of Hiragana (Japanese writing system) with the implementation of spelling and writing rules.

**Assessment:** This term, students will introduce their pet in Japanese using a photo board presentation, including different facts, such as their name, age and things that they like.

#### Digital Technology

##### *A-maze-ing Digital Designs*

**Teaching and Learning:** In this unit, students will investigate the functions and interactions of digital components and data transmissions in simple networks. They will practice following, modifying and designing simple algorithms (repetition) using programming language statements (steps and decisions) to create actions in a game. Students will implement their game using programming and evaluate how well it meets the needs of users.

**Assessment:** Students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.

#### Humanities and Social Sciences (HASS)

##### *Communities in colonial Australia (1800s)*

**Teaching and Learning:** Students will investigate the inquiry question 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?'. They will examine key events related to the development of British colonies in Australia and the economic, political and social reasons for this. Students will investigate the effects of colonisation on First Nations people and the environment. They will examine sources to understand daily life for different groups, describe how and why life changed during the colonial period, and identify significant groups and individuals during this time.

**Assessment:** Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?', where they will examine sources on colonial Australia to answer short answer questions, sequence events, describe events and experiences and draw conclusions.

#### Visual Arts

##### *Say it with art*

**Teaching and Learning:** In this unit students explore recontextualisation of objects and non-traditional art materials to communicate ideas. Students explore how artists express cultural context, social concern, environmental and/or political issues in artworks.

**Assessment:** Students will explore artworks that inspire the making of a mixed media sculpture that expresses a personal view about an environmental issue and communicates meaning through display.

#### The Arts

##### *Dance: Symmetry and Dance*

**Teaching and Learning:** In Arts this term, students will explore movement and choreographic devices (sequence, transition, repetition) using the elements of dance (space, time) to structure dances that express ideas about symmetry including individual shapes and group formations. They will develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination.

**Assessment:** Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme.

#### Health & Physical Education

##### *Health: Multicultural Australia*

**Teaching and Learning:** Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.

**Assessment:** Students will explain the influence of people and place on identities, through viewing and explaining information in a time capsule resource and related scenarios.

##### *PE: Built for Basketball*

**Teaching, Learning & Assessment:** Students perform the specialised movement skills of throwing and catching in the context of Basketball. They propose and combine Basketball movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges. They demonstrate fair play and skills to work collaboratively during Basketball activities and games.