



YEAR 5 TERM 4 CURRICULUM 2022

At Camira State School, we are committed to inspiring and empowering our school community to achieve their potential and shape our world. We implement the Australian Curriculum and deliver a strong academic curriculum, orientated towards mastery in literacy and numeracy. During Term 4 in Year 5, the following curriculum is explicitly taught:

| ENGLISH | MATHEMATICS | HASS | SCIENCE | TECHNOLOGY | THE ARTS | HEALTH & PHYSICAL EDUCATION | LOTE |
|--|---|--|---|---|--|---|--|
| <p>Exploring narrative through novels and film</p> <p>Students listen to, read and view narrative films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel. Students express and justify opinions about aspects of the novel and the film adaptation.</p> <p>Focused teaching: Analysis of a written comparison</p> <ul style="list-style-type: none"> Exploring a narrative text Exploring narrative in a film adaptation Exploring issues in narratives Making comparisons Writing comparisons <p>Exploration of a novel</p> <ul style="list-style-type: none"> Examining setting and characters Examining plot elements and issues in a narrative <p>Exploration of a film</p> <ul style="list-style-type: none"> Responding to a film adaptation Exploring characters and issues in a film adaptation <p>Assessment Tasks: Written comparison of novel and film: Students write a comparison of a novel and its film adaptation.</p> <p>Reading and Comprehension: Students read and comprehend an excerpt from a novel.</p> | <p>Unit 4</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — apply mental & written strategies to solve addition, subtraction, multiplication & division problems, apply computation skills, use estimation & rounding to check reasonableness, identify & use factors & multiples. Fractions and decimals — recognise that the place value system can be extended beyond thousandths, compare, order & represent decimals, locate decimals on a number line, create patterns using fractions and decimals, convert between fractions and decimals. Money and financial mathematics — create simple budgets, calculate with money, find the best deals, identify the GST component of invoices & receipts, make financial decisions. <p>Assessment Tasks: Decimals: Students order and locate decimals on number lines.</p> <p>Eggcellent Idea: Students continue patterns by adding and subtracting whole numbers, fractions and decimals and find unknown quantities in number sentences. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p> | <p>People and the Environment</p> <p>Inquiry question: How do people and environments influence one another?</p> <p>Students explore:</p> <ul style="list-style-type: none"> the characteristics of places in Europe and North America and the location of their major countries in relation to Australia the human and environmental factors that influence the characteristics of places and the interconnections between people and environments the impact of human actions on the environmental characteristics of two countries in Europe and North America how to complete maps using cartographic conventions the language used to describe the relative location of places at a national scale how to represent and interpret data to identify simple patterns, trends, spatial distribution. They will infer relationships and draw conclusions. <p>Assessment Task: Collection of work: To investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p> | <p>Now you see it</p> <p>Students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction 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. They 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 and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p> <p>Assessment Task: Experimental investigation: Students plan, predict and conduct fair investigations to explain everyday phenomena associated with the transfer of light.</p> | <p>Create a Maze Game – Digital Technologies</p> <p>In this unit students engage in several activities, including:</p> <ul style="list-style-type: none"> 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. <p>Assessment Task: Students will create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.</p> | <p>DANCE Symmetry and dance</p> <p>Students will:</p> <ul style="list-style-type: none"> explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination <p>Assessment Task: Collection of work: Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme.</p> <p>VISUAL ARTS The animal within</p> <p>Students will focus on the representation of animals as companion, metaphor, totem and predator.</p> <p>Assessment Task: Collection of work: Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.</p> | <p>HEALTH Multicultural Australia</p> <p>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.</p> <p>Assessment Task: Students will explain the influence of people and place on identities.</p> <p>PHYSICAL EDUCATION Tchoukball</p> <p>In this unit, students demonstrate skills to work collaboratively and play fairly to solve movement challenges.</p> <p>Assessment Task: Students perform the specialised movement skills of throwing and catching in the context of Tchoukball. They propose and combine Tchoukball 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 Tchoukball activities and games.</p> | <p>Story-telling unit "The big Turnip"</p> <p>This unit will begin students' introduction to basic Japanese vocabulary and grammar along with underpinning intercultural competencies. Students will research basic geographical and cultural information regarding Japan. Students will learn basic self-introductory language. Students will be introduced to Japanese script, focusing on the recognition of the first 46 Hiragana.</p> <p>Assessment Task This Term students will look at the Japanese story "Okina Kabu." They will use their knowledge of what they know about the story, Japan and Japanese culture to change the story and retell it.</p> |