



YEAR 5/6D 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 5/6, 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>YEAR 5</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. 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>YEAR 6</p> <p>Students develop understandings of: Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers Money and financial mathematics - connect decimals, fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items Fractions and decimals — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, divide numbers that result in</p>	<p>YEAR 5 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>YEAR 6 Australians in a diverse world</p> <p>Inquiry question: How do places, people and cultures differ across the world?</p> <p>Students will:</p> <ul style="list-style-type: none"> describe, compare and explain the diverse characteristics of different places in different locations from local to global scales describe how people, places, communities and environments are diverse interpret data to identify, describe and compare distributions, patterns and 	<p>YEAR 5 Our place in the Solar System</p> <p>Students will describe the key features of our solar system including planets and stars.</p> <ul style="list-style-type: none"> They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media. <p>Assessment Task: Students describe key features of the solar system.</p> <p>YEAR 6 Our changing world: Explaining changes to the surface of Earth</p> <p>In this unit, students explore how sudden geological changes and extreme weather events can affect Earth's surface. They will:</p> <ul style="list-style-type: none"> consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. record and interpret data relating to weather and weather events. explore the ways in which scientists are assisted by the observations of people from other cultures. construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters investigate how predictions regarding the course of tropical 	<p>Data changing our world</p> <p>In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.</p> <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> explore information systems, including systems that deliver community information and explain how they meet needs collect, manage and analyse data using a range of software (such as spreadsheets) interpret and visualise data to create information define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and information. <p>Assessment Task Collection of work: Students explain how information systems meet needs. They will represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.</p>	<p>DANCE Adventures in dance</p> <p>Students will:</p> <ul style="list-style-type: none"> explain how the elements of dance, choreographic devices and production elements communicate meaning about adventure stories through dances they make, perform and view <p>Assessment Task: Collection of work: <ul style="list-style-type: none"> Students respond to, choreograph and perform dance using the theme of adventure as stimulus. </p> <p>YEAR 5: VISUAL ARTS Say it with art</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore and explain how ideas are represented in mixed media sculptures. Students describe the influences of artworks and practices from different cultures, times and places in their art making. <p>Assessment Task: Collection of work: <ul style="list-style-type: none"> Students 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. </p> <p>YEAR 6: MEDIA ARTS What's the story?</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting <p>Assessment Task: Assessment will gather evidence of the</p>	<p>HEALTH Let's all be active</p> <p>In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p>Assessment Task <ul style="list-style-type: none"> Students describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. </p> <p>PHYSICAL EDUCATION Built for Netball</p> <p>In this unit, students demonstrate netball 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 netball. They propose and combine netball 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 netball 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, focussing 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>

	<p>decimal remainders and solve problems involving fractions and decimals</p> <p>Patterns and algebra — continue and create sequences involving whole numbers, fractions and decimals and describe the rule used to create the sequence</p> <p>Using units of measurement — connect decimals to the metric system, convert between units of measure, solve problems involving length and area and connect volume and capacity</p> <p>Assessment Tasks: Fractions and decimals: Students solve problems involving the addition and subtraction of related fractions and they perform calculations on decimals including multiplying and dividing by powers of 10. Number Properties: Students recognise the properties of prime, composite, square and triangular numbers.</p>	<p>trends, and to infer relationships, and evaluate evidence to draw conclusions</p> <ul style="list-style-type: none"> organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms <p>Assessment Task: Collection of work: To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.</p>	<p>cyclones can be improved by gathering data.</p> <p>Assessment Task: Students will explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures and identify how research can improve data.</p>		<p>student's ability to:</p> <ul style="list-style-type: none"> explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share explain how points of view, ideas and stories are shaped and portrayed in media artworks they view explain the purposes and audiences for media artworks made in different cultures, times and places work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting. 		
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