



Year Five – Curriculum Overview – 2024

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units	<p>Opinion Piece In this unit, students listen to, read, view and interpret a range of opinion pieces texts to respond to viewpoints portrayed. Students explore point of view, positioning and the influence in texts, how it affects interpretation and response by the reader</p>	<p>Responding to poetry Students listen to, read and view a range of poetry, including narrative poems. They analyse a narrative poem.</p>	<p>Exploring narrative through novels Students listen to, read and view narrative films and novels with a range of characters. They demonstrate understanding of the depiction of characters, setting and events in a chosen novel. They create a multimodal review of a novel. Students express and justify opinions about aspect of novels during group discussions.</p>	<p>Short Historical Narrative Students listen to, read and interpret a novel 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 a short story of an imaginative text, depicting contrasting characters in relation to setting and plot.</p>
	Assessment	<p>Persuasive response - Written Students write a persuasive opinion piece in response to an issue.</p>	<p>Informative response - written Students analyses a poem explaining the topic; purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.</p>	<p>Informative response - Presentation Students create and present a multimodal analytical review of a novel.</p>	<p>Imaginative response — Written Students write a short story of an imaginative text, depicting contrasting characters in relation to setting and plot.</p>
Maths	Units	<p>Digging into data In this unit students explore methods of data representations to construct & interpret data displays. They design data-collection questions & tools Students interpret data to draw a conclusion.</p> <p>Fantastic factors and magnificent multiples In this unit students identify and describe factors and multiples of whole numbers. They make connections between factors & multiples.</p> <p>Location They use a grid to describe locations on maps and describe positions using landmarks & directional language.</p>	<p>Year 5's Great garden In this unit students choose appropriate units of measurement for length, area, volume, capacity and mass. Students will calculate perimeter and area of rectangles. They estimate & measure the perimeters of rectangles. Students solve problems & use reasoning when applying measurement to answer a question</p> <p>What is the chance of that? In this unit students describe chance experiments involving equally likely outcomes and represent those outcomes on a continuum. They represent probabilities of outcomes using fractions. Students conduct a chance experiment & investigate the fairness of a game.</p>	<p>Calculating Time In this unit students read & represent 24-hour time. They convert between 12 & 24hour time.</p> <p>Fractions In this unit students will locate, represent, compare and order fractions and add and subtract fractions with the same denominator. They use models to represent fractions. Students solve problems using unit fractions. They represent, compare & order decimals.</p> <p>Multiplicative reasoning In this unit students solve multiplication and division problems by efficiently and accurately applying a range of strategies. They check the reasonableness of answers using estimation and rounding.</p>	<p>Generation geometry In this unit students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. They describe and create the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry. Student construct angles using a protractor.</p> <p>Money & Simple Budgets In this unite students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. They calculate with money and investigate income & expenditure</p>
	Assessment	<p>Digging into data Short answer questions Students classify and interpret data and pose questions to gather data.</p>	<p>Year 5's Great garden <i>Short answer questions</i> Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.</p>	<p>Calculating Time Short answer questions Students convert between 12-hour and 24-hour time</p>	<p>Generation geometry Written Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.</p>
		<p>Fantastic factors and magnificent multiples <i>Short answer questions</i> Students identify and describe factors and multiples of whole numbers.</p>	<p>What is the chance of that? <i>Short answer questions</i> Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p>	<p>Fractions <i>Short answer questions</i> Students locate, represent, compare and order fractions and add and subtract fractions.</p> <p>Multiplicative reasoning <i>Short answer questions</i> Students solve multiplication and division problems by efficiently and accurately applying a range of strategies.</p>	<p>Money & Simple Budgets <i>Short answer questions</i> Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p>

Science	Units	Matter Matters Classification of matter to include gases. How matter structures the world. Solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Observable properties and behaviours of solids, liquids and gases.	Light – Now You See it Investigate properties of light and formation of shadows. Reflection of angles, how refraction affects perceptions of an object’s location, how filters absorb light and affect how we perceive colour of objects; and the relationship between light source distance and shadow height. Role of light in everyday objects and devices.	Adaptations: Animal Adaptations – survival in the Australian environment Structural features and behavioural adaptations that assist living things survive in their environments. Investigate factors that influence how plants and animals survive in extreme environments. Create a creature with adaptations that are suitable for survival in a prescribed environment.	Space: Our place in the Solar system Describe key features of our solar system including planets and stars. Scientific developments have affected people’s lives and knowledge of the solar system comes from a range of people. Plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests.
	Assessment	Investigating evaporation and explaining solids, liquids and gases project.	Light test Light investigation	Create and present a creature multimodal presentation	Exploration of the Solar System test

Learning Area		Semester 1		Semester 2	
HASS	Units	A Geography inquiry investigation for students to research. The influence of people on the environmental in Europe and North America and the location of their major countries in relation to Australia	Managing Australian Communities Students will: <ul style="list-style-type: none"> explore principles involved in minimizing the harmful effect of natural disasters interpret data to evaluate the ways citizens respond to an Australian natural hazard propose ways in which citizens can respond to natural hazards and describe the possible effects of actions 	Australia Through the 1800’s: Integrated Unit 1 History and Economics Inquiry In this unit students will engage and investigate the following inquiry questions: <ol style="list-style-type: none"> What do we know about the lives of people in Australia’s colonial past and how do we know? How did an Australian colony develop over time and why? How did colonial settlement change the environment? How did the Gold Rush era shape Australian colonies? Why do choices need to be made about how limited resources are used? What were the needs and wants of people in Australia’s past and how do they compare present and future needs and wants? Purpose: To understand the political, social and capital reasons the colony of Australia developed in the 1800’s and to investigate the impact of the Gold Rush on an Australian colony and the people who lived within.	Participating in Australian communities Students will: <ul style="list-style-type: none"> describe the roles of different people in Australia’s legal system identify the importance of values to Australia’s democracy identify the importance of processes to Australia’s democracy. work with others to generate alternative responses to an issue or challenge. describe different views on how to respond to an issue or challenge Inquiry Focus Questions <ol style="list-style-type: none"> What is democracy in Australia and why is voting in a democracy important? Why do we have laws and regulations? How and why do people participate in groups to achieve shared goals? Why do I have to make choices as a consumer? What influences the decisions I make? What can I do to make informed decisions?
	Assessment	Students will organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions. Task: European and North American country Inquiry.	Students will answer short questions to identify how environmental issues in Australian communities can be managed.	Students will research, analyse and sequence information to understand the political, social and economic reasons the colony of Australia developed over time in the 1800’s with a particular focus on the impact the discovery of gold had on the development of Australian colonies and the people who lived within.	Students will describe the key values that underpin democratic societies and investigate these democratic values and processes within the school community.

Technologies	Units	Digital Technologies Students explore visual programming that incorporates branching, repetition and user input.			
	Assessment	Digital Design Students implement a digital solution using a simple visual program involving branching, repetition and user input. They define why people interact with touch inputs. They use communication tools to share ideas and information.			
The Arts	Units	Visual Arts Students explore and recreate artworks using techniques and processes from the Cubism movements in the early 20 th century. They will explain how ideas are represented in artworks and describe the influences of artworks and practices from different cultures, time and places. They describe how the display of artworks enhances meaning for an audience.	Drama Students work collaboratively to plan and perform dramatisations for specific audiences and purposes using story principles to shape points of view and genre conventions and movement.		
	Assessment	Students will create a portfolio of work that demonstrates the techniques and processes from the Cubism movement. Students will respond to artworks and describe the meaning and how this influences the audience.	Dramatisation performance and reflection. Short response test		