



Year 5 Curriculum & Assessment

AUSTRALIAN CURRICULUM-CURRICULUM INTO THE CLASSROOM (QLD)

ENGLISH UNIT OVERVIEW

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: Examining literary texts - fantasy novel Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting.	Unit 2: Creating fantasy characters Students continue to read and interpret a novel from the fantasy genre showing understanding of character development.	Unit 3: Examining media texts Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts.	Unit 4: Examining characters in animated film Students listen to, read, view and interpret a range of animations including film and digital texts.	Unit 5: Appreciating poetry Students listen to, read and view a range of poetry, songs, anthems and odes from different times.	Unit 6: Responding to poetry Students listen to, read and view a range of poetry, including narrative poems.	Unit 7: Exploring narrative through novels and film Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time.	Unit 8: Reviewing narrative film Students listen to and view narrative films, and spoken, written and digital film reviews.

ASSESSMENT

Unit 1: <i>Monitor</i>	Unit 2: Imaginative Writing <i>written</i>	Unit 3: Comprehend a feature article <i>Exam/Test</i> Students interpret and analyse information from a feature article. Unit 3: Create a multimodal feature article <i>Poster/multimodal presentation</i> Students select information and create a multimodal feature article.	Unit 4: Short story animation <i>Multimedia</i> Students create a short story animation that focuses on two main characters' behaviours when faced with an ethical dilemma.	<i>Monitor</i>	Unit 6: Digital multimodal narrative <i>Poster/multimodal presentation</i> Students write a digital multimodal narrative that includes ideas from the poem 'Fur and Feathers' by A.B Paterson.	Unit 7: Written comparison <i>Written</i> Students write a comparison of the novel and film versions of <i>Storm Boy</i> .	Unit 8: <i>Monitor</i>
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MATHEMATICS UNIT OVERVIEW

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. They provide the language to build in the developmental aspects of the learning of mathematics.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: <ul style="list-style-type: none"> •Chance — identify and describe possible outcomes, using fractions •Number and place value - revise multiplication and division facts, round and estimate, mental calculation, multiplication and division, solve problems •Fractions and decimals — compare and order fractions, create a range of models add and subtract fractions with the same denominator •Data representation and interpretation — identify different types of data. 	Unit 2: <ul style="list-style-type: none"> •Chance —conduct a chance experiment •Number and place value - round and estimating, mental computation strategies, solve problems •Fractions and decimals —explore hundredths •Using units of measurement —24-hour time, measurement 	Unit 3: <ul style="list-style-type: none"> •Number and place value - round and estimating, mental computation strategies, solve problems, exploring and identifying factors and multiples •Fractions and decimals —place value system; representing, comparing and ordering decimals •Location and transformation — reflection, translation & rotation symmetry; transforming shapes •Shape — applying the properties of 3D objects 	Unit 4: <ul style="list-style-type: none"> •Geometric reasoning —construct and measure angles •Location and transformation — describe and create transformations using symmetry •Shape — link two dimensional representations with 3D objects •Number and place value — multiply and divide using a range of strategies •Patterns and algebra —patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities •Data representation and interpretation — construct and interpret data displays; reason involving data 	Unit 5: <ul style="list-style-type: none"> •Money and financial mathematics — investigate income and expenditure, calculate costs •Location and transformation — explore mapping conventions, describe symmetry, create symmetrical designs and enlarge shapes •Number and place value — round and estimate to check an answer, multiplication, division, problem solving 	Unit 6: <ul style="list-style-type: none"> •Using units of measurement — length, area, capacity and mass, problem solves and reasons when applying measurement •Fractions and decimals — connections, order and compare •Patterns and algebra — rule for patterns involving the addition and subtraction of fractions •Number and place value — adds and subtracts using mental and written strategies, multiplies whole numbers and divides by a 1-digit whole number. 	Unit 7: <ul style="list-style-type: none"> •Chance — order chance events, express probability on a numerical continuum, apply probability, make predictions •Data representation and interpretation — investigate an issue •Using units of measurement — read and represent 24-hour time, convert between 12 and 24-hour time •Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples. 	Unit 8: <ul style="list-style-type: none"> •Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions •Geometric reasoning — estimate and measure angles, construct angles using a protractor •Location and transformation — explore maps and grids, use a grid to describe locations, positions using landmarks and directional language •Fractions and decimals — apply decimal skills, extend the number system to thousandths and beyond •Number and algebra —computation skills, estimation and rounding, solve problems involving addition subtraction multiplication and division, use efficient mental and written strategies to solve problems.



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ASSESSMENT							
Unit 1: Digging through data <i>Written</i> <i>Monitoring task</i>	Unit 2: Number crunch <i>Short answer questions</i> <i>Monitoring tasks</i>	Unit 3: Monitor (NAPLAN)	Unit 4: Generation Geometry <i>Short answer questions</i>	Unit 5: George and Janelle's "Eggs-cellent" Idea <i>Short answer questions</i>	Unit 6: Year 5's Great Garden <i>Short answer questions</i> Unit 6: Perfecting Patterns <i>Short answer questions</i>	Unit 7: What is the chance of that? <i>Short answer questions</i> Fantastic factors and magnificent multiples <i>Short answer questions</i>	Unit 8: Written - Measurement

SCIENCE UNIT OVERVIEW

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

TERM 1	TERM 2	TERM 3	TERM 4
Unit 1: Survival in the Australian environment Students will examine the structural features and adaptations that assist living things to survive in their environment.	Unit 2: Our place in the solar system Students will describe the key features of our solar system. They will discuss how people have contributed science knowledge to space exploration.	Unit 3: Now you see it Students investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices.	Unit 4: Matter matters Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviour of solids, liquids and gases. Students will understand that scientific understandings about solids liquids and gases are used to inform decision making and solve or prevent problems.

ASSESSMENT

Create a creature <i>Multimodal presentation</i>	Planet Exploration <i>Assignment/project</i>	The aMAZEing trick <i>Assignment/ project</i>	Investigating evaporation and explaining solids, liquids and gases <i>Assignment/project</i>
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HUMANITIES UNIT OVERVIEW

Years 1 – 7 study History and Geography in alternate terms.
 The Year 5 curriculum provides a study of colonial Australia in the 1800s.

TERM 1 History	TERM 2 Geography	TERM 3 History	TERM 4 Geography
Unit 1 – Exploring the development of British colonies in Australia Inquiry Question/s: <ul style="list-style-type: none"> How did an Australian colony develop 	Unit 1 – Exploring how people and places affect one another Inquiry Question/s:	Unit 2 – Investigating the colonial period in Australia Inquiry Question/s: <ul style="list-style-type: none"> What were the significant events and who were the significant people that 	Unit 2 - Exploring how places are changed and managed by people. Inquiry Question/s:



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<p>over time and why?</p> <ul style="list-style-type: none"> How did colonial settlement change the environment? What do we know about the lives of people in Australia's colonial past and how do we know? 	<ul style="list-style-type: none"> How do people and environments influence one another? 	<p>shaped Australian colonies?</p> <ul style="list-style-type: none"> What do we know about the lives of people in Australia's colonial past and how do we know? 	<ul style="list-style-type: none"> How do people influence the human characteristics of places and the management of spaces within them? How can the impact of bushfires or floods on people and places be reduced?
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ASSESSMENT

Collection of work – written: three short assessments (annotated timeline, source study and a journal entry)	Collection of work - portfolio	Research – Inquiry project on the role of Peter Lalor and the Eureka Stockade in bringing significant and lasting change to Australia.	Research – (multimodal) assignment/project
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TECHNOLOGY UNIT OVERVIEW

Technology involves the process of design, make and appraise.

TERM 1	TERM 2	TERM 3	TERM 4
Belt of Deltora	Egg Drop Challenge	The Game of Gold	Team Challenge

ASSESSMENT

<p>Students design & construct a 'new' belt of 'Deltora' which must survive an obstacle course.</p>	<p><u>The Challenge...Are you up to the task???</u></p> <p>You and your partner need to design and make a package that will protect one egg from a one metre drop! This package must be appealing, inexpensive, informative and innovative. The task:</p> <ul style="list-style-type: none"> Must be able to hold and protect one egg Have a lid or other way of opening and includes instructions Have nutritional information Have a suggested recipe for one egg Able to be stored on a shelf Include price information Must be visually pleasing Must include an A3 page advertisement for your product 	<p><u>Design, construct and reflect</u></p> <p>Students work in groups to design and construct a board based around the Australian Gold Rush period. The students will also play each other's games providing feedback via peer assessment.</p>	<p>Which windlass can hold the most weight? Working in groups to build a windlass.</p>
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ART UNIT OVERVIEW



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TERM 1	TERM 2	TERM 3	TERM 4
Collage	Pop Art	Social Dance	Drama - Gold Rush
ASSESSMENT			
Students will create a collage representation of one of the scenes in "The Forests of Silence"	The students will explore different styles of pop art and create a portfolio of work which exemplifies particular artists from this style.	Practical – students rehearse and present dances in a range of forms including individual and partner. Dances include the Electric Slide, progressive cha-cha and jive.	Role plays depicting daily life during Gold Rush period. Devise and perform a short piece on a key feature of the period.