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|  | **Year 5 Term Overview** | Term 1  2024 |

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**Curriculum Focus**

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| **English** | **Mathematics** |
| During English students will write a fantasy narrative, creating a ‘good’ (protagonist) and ‘evil’ (antagonist) character and establish and develop a setting throughout the narrative. Students will also analyse how characters are represented by authors in a fantasy novel.  During this unit students will:   * Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas. * Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases. * Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. * Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases, prepositional phrases, similes and metaphors. * Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity. * Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension. * Re-read and editing for meaning by adding, deleting or moving words or word groups to improve content and structure.   Text: Rhoda, Emily (2000) *Deltora Quest: Forests of Silence*, Scholastic Press Australia. | **Number:**   * Interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line. * compare and order fractions with the same and related denominators including mixed numerals, applying knowledge of factors and multiples; represent these fractions on a number line. |
| **Space:**   * Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement. * Describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and what remains the same, and identify any symmetries. |
| **Statistics:**   * acquire, validate and represent data for nominal and ordinal categorical and discrete numerical variables, to address a question of interest or purpose using software including spreadsheets; discuss and report on data distributions in terms of highest frequency (mode) and shape, in the context of the data. * Plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation. * Interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made. |
| **Science** | **Humanities and Social Sciences** |
| **Inquiry Question:** How does light travel?  **Science Understanding:**   * Light from a source forms shadows and can be absorbed, reflected and refracted. * Draw simple labelled ray diagrams to show the paths of light from a source to our eyes. * Compare shadows from point and extended light sources such as torches and fluorescent tubes * Classify materials as transparent, opaque or translucent based on whether light passes through them or is absorbed. * Recognise that the colour of an object depends on the properties of the object and the colour of the light source. * Exploring the use of mirrors to demonstrate the reflection of light. * Recognise the refraction of light at the surfaces of different transparent materials, such as when light travels from air to water or air to glass.   **Science Inquiry Skills:**   * Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. * Students create a maze for light to travel through using inquiry thinking. | **Inquiry Question:** How do people and environments influence one another?  During this unit, students will:   * examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia. * Describe the relative location of places at a national scale. * Identify and describe the human and environmental factors that influence the characteristics of places. * Examine the interconnections between people and environments. * Investigate the impact of human actions on the environmental characteristics of places in Europe and North America. * Organise data in a range of formats using appropriate conventions. * Interpret data to identify simple patterns, trends, spatial distributions and infer relationships. * Evaluate evidence about the characteristics of places to draw conclusions about preferred places to live. * Present findings and conclusions using discipline-specific terms. |
| **Technologies | Semester 1** | **The Arts** |
| **Inquiry Question:** How might we use design software to design a creature with adaptations that are suitable for a prescribed environment?  During this unit, students will:   * Use design software to inform a solution to a design problem. * Investigate animal adaptations and apply this knowledge to design a creature that has suitable adaptions to survive in a prescribed environment. * Use 3D Computer Aided Design (CAD) software (TinkerCAD) to create their adapted creature. * Use 3D Augmented Reality software (CoSpacesEDU) to design an environment for their creature. * Use Virtual Reality (VR) headsets to explore their created environment. * Investigate 3D printing technology. * Use 3D printing technology to 3D print their creature designed in TinkerCAD. | **Visual Arts:** Semester 2 |
| **Media: (completed across Semester 1)**  Students explore media art elements (composition, light, movement, sound), to create a stop motion animation linked to the English curriculum. |
| **Drama:**  In Drama, students will be preparing to perform a scripted drama and devise an alternate ending. Students will further develop skills and techniques required for dramatic action. |
| **Dance:** Semester 2 |
| **Classroom music:**  Students will perform, compose, and analyse music using the following musical elements:  **Rhythm:** Rhythms in compound time  **Pitch:** singing with musicality; pentatonic scale; staff; melodic patterns on percussion; treble clef; Major 2nds, minor 3rds, Perfect 4ths; Perfect 5ths  **Tempo:** Fast/Slow; Presto/Largo; other variations of tempo  **Form:** Ostinato; repeat; phrasing; same/different; Question/Answer; Binary and Ternary  **Timbre:** Woodwind, Percussion, Brass  **Texture:** Part-work; canon |
| **Health and Physical Education** | **Japanese** |
| **Health:** Positive Health – Nutrition & Physical Activity  Investigate and discuss practices that help promote and maintain health and wellbeing including eating well. | Students learn Japanese hiragana through the theme of games and game shows. They begin to write known words from previous bands and read and write hiragana, including combination and voiced sounds, with the support of a chart. Students comprehend sound changes and combination sounds and can explain why these changes occur, using metalanguage. They play various games to practise their hiragana while learning language relating to cooperation, turn taking and gameplay. They apply this knowledge to create their own hiragana game. |
| **Physical Education:**  Water safety-swim and survive. Students will demonstrate safe practices and increasing confidence in water activities. Students will be performing aquatic skills such as sculling in various body positions, propulsions using the survival strokes freestyle/breaststroke/ and side stroke. |