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|  | **Year 5 Term Overview** | Term 3  2023 |

**Curriculum Focus**

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| **English** | **Mathematics** |
| During English students will create an informative text (comparative review) comparing the novel and film, *Storm Boy*. They will also explain their preference for the novel or movie.  During this unit students will:   * Compare the similarities and differences of a novel and film * Use evidence from texts (including films) in order to express a point of view * Explain the effect of text features and film production techniques have on an audience. * Describe the different viewpoints conveyed in the novel and film and how these influence audience interpretations and responses * Re-read and editing for meaning by adding, deleting or moving words or word groups to improve content and structure   Text: Thiele, Colin (2002) *Storm Boy – Anniversary Edition*, New Holland Publishing. | **Number and algebra:**   * Compare and order common unit fractions and locate and represent them on a number line * Use efficient mental and written strategies and apply appropriate digital technologies to solve problems * Use estimation and rounding to check the reasonableness of answers to calculations * Compare, order and represent decimals * Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction * Create simple financial plans |
| **Measurement and geometry:**   * Choose appropriate units of measurement for length, area, volume, capacity and mass * Calculate perimeter and area of rectangles using familiar metric units |
| **Statistics and probability:**   * Recognise that probabilities range from 0 to 1 * Describe and interpret different data sets in context |
| **Science** | **Humanities and Social Sciences** |
| **Inquiry Question:** How have our lives been affected by space, including the exploration of the Solar System?  **Science Understanding:**   * The Earth is part of a system of planets orbiting around a star (the sun) * Identifying the planets of the solar system and comparing how long they take to orbit the sun * The relative size of and distance between Earth, other planets in the solar system and the sun * Recognising the role of the sun as a provider of energy for the Earth * Researching Aboriginal and Torres Strait Islander Peoples’ understanding of the night sky and its use for timekeeping purposes as evidenced in oral cultural records, petroglyphs, paintings and stone arrangements   **Science as a Human Endeavour:**   * Researching how scientists were able to develop ideas about the solar system through the gathering of evidence through space exploration * Describing how scientists from a range of cultures have improved our understanding of the solar system, such as Copernicus, Khayyam and Galileo * Researching the different types of scientists who work in teams in space exploration, and Australia's involvement in space exploration   **Science Inquiry Skills:**   * Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts | **Inquiry Question:** How have people enacted their values and perceptions about their community, other people and places, past and present?  During this unit, students will:   * Investigate the conditions and events of NSW prior to inland explorers and reasons for exploration * Investigate Impacts of exploration and the establishment of secondary penal colonies * Explore the 1824 Moreton Bay penal colony * Investigate and discuss sequence of events that lead to Eureka Stockade and highlight significance and importance of individuals such as Peter Lalor, Government officials, significant towns people * Locating and examining multiple sources for information about the conditions and life on the gold fields of Ballarat * Examine a variety of perspectives of those involved e.g., miners, officials, business owners, farmers, women and children |
| **Technologies** | **The Arts** |
| **Inquiry Question:** How can we use connected digital systems (Lego® EV3 robot) to perform tasks?  During this unit, students will:   * Use block-based programming software (Lego® Education app) to program a robot * Describe the purpose of inputs (sensors) and outputs (motors) and how these can be used on a Lego® EV3 robot * Draw programming flowcharts (including branching) to plan programming sequences * Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition) * Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input * Examine the main components of common digital systems and how they may connect together to form networks to transmit data | **Dance:** Semester 2  Students will choreograph a dance using elements and choreographic devices to communicate meaning. They will respond to dance by describing how social, historical and cultural contexts influence their dance choreography. |
| **Classroom music:**  “Going to the Movies and Playing Video Games”  Students will work in groups to compose and improvise a soundtrack to a short film scene/video game excerpt. They will use pitched and unpitched percussion. They will sing and play music associated with films, and reflect on their composition using musical terminology associated with timbre, expression, pitch, rhythm, and form. |
| **Health and Physical Education** | **Japanese** |
| **Health:**  Students will Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities. Students will also plan and practise strategies to promote health, safety and well-being. | In this unit students will build upon past knowledge of Japanese sentence patterns to communicate about their daily routine. Students will combine times, nouns and verbs in a range of tenses. |
| **Physical Education:**  Games based unit focusing on fundamental ball skills, movement patterns, decision making and team work. Year 5 and 6 will be applying these skills through the game Tchoukball. |