Wooloowin State School **Year 5 Curriculum Overview**

	Semester 1			Semester 2		
English	**Examining and creating fantasy texts** Students listen to, read and interpret a novel from the fantasy genre 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 the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.	**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. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.	**Examining characters in animated film** Students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma.	**Appreciating poetry** Students listen to, read and view a range of poetry, including, anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how the poet has constructed text structures and language features, for specific purposes and effects.	**Responding to poetry** Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.	**Exploring through novel and film** Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.
Mathematics	**Number and place value** – make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems. **Fractions and decimals** - use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator. **Measurement** - investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles. **Chance** - identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game. **Data representation and interpretation** - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data**.**		**Number and place value** - round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples. **Fractions and decimals** - make connections between fractional numbers and the place value system, and represent, compare and order decimals **Patterns and algebra** - create and continue patterns involving whole numbers, fractions and decimals; explore strategies to find unknown quantities. **Shape** - apply the properties of three-dimensional objects to make connections with a variety of two-dimensional representations of three-dimensional objects, represent three- dimensional objects with two-dimensional representations. **Location and transformation** - investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes. **Geometric reasoning** - identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles. **Data representation and interpretation** - explore methods of data representations to construct and interpret data displays, reason with data.		**Number and place value** - round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one-digit and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, add and subtract using mental and written strategies including the right-to-left strategy, multiply whole numbers and divide by a one-digit whole number with and without remainders. **Fractions and decimals** - make connections between fractions and decimals, compare and order decimals. **Financial mathematics** - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. **Patterns and algebra** - create, continue and identify the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division. **Using units of measurement** - choose appropriate units for length, area, capacity and mass; measure length, area, capacity and mass; problem-solve and reason when applying measurement to answer a question **Location and transformation** - explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes.		**Number and place value** - apply mental and written strategies to solve addition, subtraction, multiplication and division problems; identify and use factors and multiples; apply computation skills; use estimation and rounding to check reasonableness; solve problems involving addition, subtraction, multiplication and division; use efficient mental and written strategies to solve problems. **Fractions and decimals** - apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond. **Financial mathematics** - create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions. **Measurement** - read and represent 24-hour time, convert between 12-hour and 24-hour time. **Location and transformation** - explore maps and grids, use a grid to locate and describe locations, describe positions using landmarks and directional language. **Geometric reasoning** - estimate and measure angles, construct angles using a protractor. **Chance** - list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments. **Data representation and interpretation** - explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

<table>
<tr><td>Science</td><td>Survival in the environment
Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. Understand that science involves using evidence and comparing data to develop explanations. Investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.</td><td>Our place in the solar system
Students will describe the key features of our solar system including planets and stars. 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. Pose questions, plan, and conduct investigations to answer questions and solve problems. Decide on variables to change and measure to conduct fair tests. Communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</td><td>Unit 3: Now you see it
Students will investigate the properties of light and the formation of shadows. Investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. Plan investigations including posing questions, making predictions, and following and developing methods.</td><td>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. Understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases.</td></tr>
<tr><td>HASS</td><td colspan="2">How do people and environments influence one another?
• the characteristics of places in Europe and North America and the location
• 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 places
• 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, infer relationships and draw conclusions.
How are people and environments managed in Australian communities?
• how places are affected by the interconnection between people, places and environments
• the influence of people on the human characteristics of places
• how laws impact on the lives of people in the present
• the ways of living of ATSI peoples, particularly in relation to land and resource management
• environmental challenges in the form of natural hazards
• ways in which people respond to a geographical challenge and the possible effects of actions.
How have individuals and groups in the colonial past contributed to the development of Australia?
• key events related to the development of British colonies in Australia post 1800
• the economic, political and social reasons for colonial developments and aspects of daily life for different groups of people during the colonial period in Australia
• the effects that colonisation and significant developments and events that impacted on the development of colonial Australia</td><td colspan="2">How have people enacted their values and perceptions about their community, other people and places, past and present?
• the key values of Australia’s liberal democratic system of government, particularly the values of freedom, equality, fairness and justice
• significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor
• representative democracy and voting processes in Australia and how laws impacted on the lives of people in the past.
What is the relationship between environments and my role as a consumer?
• a familiar personal or community economics or business issue they may experience in their everyday life
• how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used
• how different types of resources are used by societies to satisfy needs and wants of present and future generations
• how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.</td></tr>
<tr><td>ARTS</td><td colspan="3">Students explore the way the world is represented by artists as well as continue to develop their own understandings and experiences. They further develop their technical skills and explore how others create artworks. Typically, students will:
• Dance, dance using balance and coordination, by following a set of steps
• Drama, rehearse and perform a variety of plays, using expression to engage an audience
• Media Arts, explore, plan and produce media artworks such as advertisements
• Music, rehearse, sing and perform music with rhythm and pitch
• Visual Arts, explore why artists create artworks and whom the artworks are created for.</td></tr>
<tr><td>Technologies</td><td colspan="3">Students use design processes to produce solutions. They further develop their knowledge and understanding of digital systems and data; they improve their computational thinking. Typically, students will:
Design and Technologies - use materials or technologies when designing, producing and evaluating solutions, for example, (a plan for a new kitchen garden) represent ideas and solutions in a variety of ways, such as sketches and models develop plans to complete tasks
Digital Technologies - use simple coding to develop and evaluate digital solutions, such as games or quizzes act to ensure their personal safety when engaging online collect, interpret and manage a range of data, using digital systems.</td></tr>
<tr><td>HPE</td><td colspan="3">Students become even more connected with their peers and the world around them.They learn what influences them, how relationships change over time and how to promote health. They develop more complex movement skills. Typically, students will:
• learn skills for coping with puberty
• learn skills to establish and manage respectful relationships, including dealing with friendships
• understand how media and important people in their lives influence them
• experience and learn about roles and responsibilities in teams
develop their ability to participate in outdoor activities and learn how this can support wellbeing
• learn how to find out places they can get reliable information
• or help about health, safety and wellbeing
• develop more specialised skills for games,
• sports and other physical activities, and play
• games from their own and other cultures.</td></tr>
</table>