

2020 Year 5 Curriculum Overview – Ipswich Central State School

	English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts
TERM ONE	<p>Examining literary texts</p> <p>Students listen to, read, interpret and write narrative texts to demonstrate understanding of narrative text structure – plot, setting with a focus on characterisation. Sentence structure – simple, compound and complex sentences and independent clauses. Language choices – complex vocabulary, noun groups, verbs and adjectives. Literary choices – imagery, similes, metaphors</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> 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 and make generalisations. Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator. Using units of measurement — investigate time concepts and the measurement of time, read & represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of 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 investigate the fairness of a game. Data representation and interpretation — build an understanding of data, develop the skill of defining numerical & 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. 	<p>Survival in the environment</p> <p>Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students 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.</p>	<p>Inquiry question: <i>Why do people move here?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the characteristics of places in different locations at local to national scales. Identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. Identify the effects of these interconnections on the characteristics of places and environments. 	<p>Emotional interactions</p> <p>Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.</p> <p>Students:</p> <ul style="list-style-type: none"> recognise that there are different types of relationships that exist in society understand that relationships are established and maintained by applying skills examine different types of interactions examine varying emotional responses and the impact they have on behaviour and relationships explore and practise ways to interact with others in different and challenging situations identify roles and responsibilities and examine how these impact on relationships. identify safe and unsafe behaviours identify strategies to keep themselves healthy, safe and well understand that there are adults they can use for support when feeling unsafe or uncomfortable. <p>This unit has been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum.</p>	<p>Play2Rhythm</p> <p>Students develop specialised football skills and create and perform a sequence of these skills to music.</p> <p>Students:</p> <ul style="list-style-type: none"> practise and refine the football skills of dribbling, turning and juggling in a variety of movement situations practise combining specialised football skills in short movement sequences. manipulate elements of movement when performing football skills in sequences compose and perform a football skills sequence with music 	<p>Problem/ Need/ Opportunity: Problem Context: Engineering principles and systems</p> <p>Designed solution: Product</p> <p>Design question: How might we create a lighting system to illuminate a tomb?</p> <p>In this unit, students will investigate how electrical energy can control light in a designed product or system. They will design a solution to a lighting problem in a tomb. They will examine the role of people in engineering technology occupations in developing solutions for current and future use. Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> Investigating by: <ul style="list-style-type: none"> the analysis of technologies applied in security systems the testing of devices that control light Generating and documenting design ideas for lighting environments using technical terms and graphical representation techniques Producing a functional device by safely using materials, components, tools and techniques Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability Collaborating as well as working individually throughout the process Managing by developing project plans that include resources. 	<p>Digital Technologies</p> <p>A-maze-ing digital designs</p> <p>Students engage in a number of activities, including:</p> <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language within a maze game context working collaboratively to create a new maze game. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> define problems by identifying appropriate data and functional requirements design a user interface, considering design principles follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game implement their game using visual programming evaluate how well their solutions meet needs plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online. 	<p>Drama</p> <p>Natural disasters</p> <p>Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of natural disasters develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities. <p>Music</p> <p>Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>

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TERM TWO	<p>Examining media texts</p> <p>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.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> 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 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D 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 & estimate the size of angles to establish benchmarks, construct & measure angles. Data representation and interpretation — explore methods of data representations to construct & interpret data displays, reason with data. 	<p>Our place in the solar system</p> <p>Students describe the key features of our solar system including planets and stars. They 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. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p>Inquiry question: <i>How have individuals and groups from the past made Australia rich?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities. Describe aspects of the past that have remained the same. They describe the experiences of different people in the past. 	<p>Healthy habits</p> <p>Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> understand the meaning of preventative health examine the role that preventative health has in maintaining health and wellbeing. explore a range of community resources and strategies aimed at supporting health and wellbeing. investigate healthy habits and strategies that promote and maintain health and wellbeing. 	<p>Tchoukball</p> <p>Students develop the specialised movement skills identified in the game of tchoukball. They explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities.</p> <p>Students:</p> <ul style="list-style-type: none"> develop an understanding of Tchoukball rules become familiar with the basics of the Tchoukball charter perform and refine throwing and catching skills within the context of Tchoukball participate in activities that allow them to experiment with various Tchoukball-specific movement concepts and strategies practise and refine Tchoukball-specific concepts and strategies identified as effective for successful ball movement, shooting and rebounding apply learned concepts and strategies during modified games and gameplay demonstrate fair play and cooperation during Tchoukball modified games and gameplay. 		<p>Digital Technologies A-maze-ing digital designs <i>Continued from Term 1</i></p> <p>Students engage in a number of activities, including:</p> <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language within a maze game context working collaboratively to create a new maze game. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> define problems by identifying appropriate data and functional requirements design a user interface, considering design principles follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game implement their game using visual programming evaluate how well their solutions meet needs plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online. 	<p>Drama Natural disasters</p> <p>Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of natural disasters develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities. <p>Music</p> <p>Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>

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TERM THREE	<p>Responding to poetry</p> <p>Students listen to, read and view a range of poetry, including narrative poems, anthems, odes and other lyric poems from different contexts. They interpret and analyse text structures and language features and how the poet has used these for effect in narrative poems</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders. • Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals. • Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Patterns and algebra — creates, continues and identifies 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 — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons 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 & enlarge shapes. 	<p>Now you see it</p> <p>Students investigate the properties of light and the formation of shadows. They 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. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p>Inquiry question: <i>What is the number of different types of cupcakes your class should provide.</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognise that choices need to be made when allocating resources. • Describe factors that influence their choices as consumers. Identify strategies that can be used to inform these choices. 	<p>Multicultural Australia</p> <p>Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore factors that influence identity • explore the changes in lifestyle and identity in Australia • recognise how food choices reflect identity in Australia. • explore the factors that influence people's decisions and behaviours • explore how important people in their lives and media can influence food choices • examine how traditional foods and physical activities contribute to celebrations • examine how cultural understanding and wellbeing is promoted through community events. 	<p>Built for B-Ball</p> <p>Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well-being in the context of basketball.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the health-related fitness components within the game of basketball • develop the basketball skills of dribbling, passing, shooting and rebounding • determine the links between the recorded images and components of fitness • identify different physical activities in their everyday life • discuss benefits of regular participation in physical activity to their health and wellbeing. 			<p>Visual Arts The animal within</p> <p>Students focus on representation of animals as companion, metaphor, totem and predator. Students will:</p> <ul style="list-style-type: none"> • explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view • plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view • compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. <p>Music</p> <p>Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>

