



# 2023 Year 5 Curriculum Overview

LA	TERM 1	TERM 2	TERM 3	TERM 4
<b>ENGLISH V8</b>	<b>Poetry ballad</b> In this unit, students listen to, read, view and interpret a range of Australian poems by AB Paterson. They analyse the language features and structural elements of a prose and create their own narrative based on the prose 'Mulga Bill's Bicycle'	<b>Feature article / persuasive text</b> In this unit, 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.	<b>Deltora Quest</b> In this unit, 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	<b>Responding to texts (First Nations Australians Short film)</b> Create a written response to either the film or book discussing plot, character and theme. Detail the language features, visual elements that the author uses to engage the audience and convey a message
<b>MATHS V8</b>	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Geometric Reasoning Chance Data Representation (See Term 1 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Geometric Reasoning Chance Data Representation (See Term 2 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Geometric Reasoning Chance Data Representation (See Term 3 Maths Plan)	Number and Place Value Fractions and Decimals Money & Financial Mathematics Patterns and algebra Using units of measurement Space Location and Direction Geometric Reasoning Chance Data Representation (See Term 4 Maths Plan)
<b>SCIENCE V8</b>	<b>Unit 3: Now you see it</b> Students will investigate the properties of light and the formation of shadows. They will 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 will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using multimodal texts, including reports and labelled and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives and help us solve problems.	<b>Unit 1: Survival in the environment (linked to English unit)</b> 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.	<b>Unit 2: Our place in the solar system</b> Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and help us solve problems and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students 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 multi-modal texts including recording in data sheets and as a report for popular media.	<b>Unit 4: Matter matters</b> Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. Students understand that scientific understandings, discoveries and inventions are used to inform decision-making and solve or prevent problems.
<b>HASS V8</b>	<b>Unit 1 – People and the environment</b> Inquiry questions: <b>How do people and environments influence one another?</b> In this unit, students will investigate: <ul style="list-style-type: none"> <li>the characteristics of places in Europe and North America and the location of their major countries in relation to Australia</li> <li>the human and environmental factors that influence the characteristics of places and the interconnections between people and environments</li> <li>the impact of human actions on the environmental characteristics of places in two countries in Europe and North America</li> <li>how to complete maps using cartographic conventions</li> <li>the language used to describe the relative location of places at a national scale</li> <li>how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.</li> </ul>	<b>Unit 2 – Managing Australian communities</b> Inquiry questions: <b>How are people and environments managed in Australian communities?</b> In this unit, students will investigate: <ul style="list-style-type: none"> <li>how places are affected by the interconnection between people, places and environments</li> <li>the influence of people on the human characteristics of places, including how the use of space within a place is organised</li> <li>how laws impact on the lives of people in the present</li> <li>the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management</li> <li>environmental challenges in the form of natural hazards</li> <li>ways in which people respond to a geographical challenge and the possible effects of actions.</li> </ul>	<b>Unit 3 – Communities in colonial Australia (1800's)</b> Inquiry questions: <b>How have individuals and groups in the colonial past contributed to the development of Australia?</b> In this unit, students will investigate: <ul style="list-style-type: none"> <li>key events related to the development of British colonies in Australia after 1800</li> <li>the economic, political and social reasons for colonial developments in Australia after 1800</li> <li>aspects of daily life for different groups of people during the colonial period in Australia</li> <li>the effects that colonisation had on the lives of Aboriginal peoples and on the environment</li> <li>significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration</li> <li>the significance of individuals and groups in shaping the colonies, especially through inland exploration.</li> </ul>	<b>Unit 4 – Participating in Australian Communities</b> Inquiry questions: <b>How have people enacted their values and perceptions about their community, other people and places, past and present?</b> In this unit, students will investigate: <ul style="list-style-type: none"> <li>the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice</li> <li>significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor</li> <li>representative democracy and voting processes in Australia how laws impacted on the lives of people in the past.</li> </ul>
<b>TECHNOLOGY</b>	<b>Digital Systems and Game Design</b> Students identify their digital footprint and recognise its permanence. Students identify components of digital systems and describe how they interact to process and transmit data. Students design a product or service to meet the needs of students and plan and present this as a 'Scratch' game that uses complex branching, iteration and variables.			
<b>THE ARTS</b>	<b>DANCE</b>			
Music	<b>Performance</b> <b>UNIT: Perfect Partners</b> 1. <b>Making</b> - Perform partner songs in a small group using singing voice and include an introduction and coda. 2. <b>Responding</b> - Aural, written test including dictation, recognition, application and analysis of known concepts and Art and World music.		<b>Composition (rhythmic)</b> <b>UNIT: Obwisana</b> 1. <b>Making</b> - Compose 4 part percussion score to accompany 'Obwisana' / traditional African. 2. <b>Responding</b> - Aural, written test including dictation, recognition, application and analysis of known concepts and Art and World music.	
<b>HPE</b>	<b>Athletics spectacle</b>	<b>Bat, catch howzat</b>	<b>Let me entertain you (no summative assessment)</b>	<b>Swimming</b>
<b>LOTE</b>	<b>My Family and I</b> In this unit, students use spoken and written Chinese to introduce, name and share information about family members. Students will: Present information & respond to questions about their families. Listen to information about Chinese & Australian families. Demonstrate & identify language used to describe relationships. Create short written texts using Pinyin and key Chinese characters. Analyse and understand the systems of language relating to pronunciation and script recognition. Participate in intercultural experiences to notice similarities and differences in the concept of family, group belonging and respect.		<b>My Place, Your Place</b> In this unit, students use spoken and written Chinese to explore the concept of housing in Chinese-speaking cultures and make connections with students' own personal spaces within a home. Students will: Share information about aspects of their personal spaces. Engage with a range of texts about housing in Chinese-speaking cultures. Use a range of language to discuss & describe aspects of housing. Analyse & understand the systems of language relating to pronunciation and script recognition. Participate in intercultural experiences to notice, compare and reflect on language and culture associated with Chinese homes.	