

# Semester Curriculum Overview – What is planned for your child’s learning in Year 5, Semester 2, 2024

Curriculum Area	Focus	Term 3	Term 4
<b>English</b>	Writing	<p>Writing to persuade-Students deepen their knowledge of persuasive techniques and devices. Students write persuasively for an authentic purpose, on a topic of personal, community or world interest.</p> <p>Author/Genre Study - Writing Narrative Texts - students will investigate how great author’s write and use the writing traits to create their own narratives modeled upon the authors they have explored.</p> <p>Writer’s Notebooks, Writing Process, Writing Traits</p>	<p>Writing informative texts- researching, writing and publishing a range of informative texts. Students will write information reports on natural disasters.</p> <p>Writing poetry- exploring different structures and styles.</p> <p>Writer’s Notebooks, Writing Process, Writing Traits.</p>
	Reading and Viewing	<p>Students build skills to fluently read, comprehend, and respond to a variety of persuasive texts. Students analyse and critique persuasive techniques and devices. Students read and analyse persuasive texts on topics of interest.</p> <p>Author/Genre Study - Students will explore the great works of celebrated authors identifying aspects of the texts that make them enjoyable and engaging for the reader.</p> <p>Continuing to build reading comprehension skills - predicting, visualising, inferring, questioning, summarising and making connections.</p>	<p>Reading and comprehending informative texts – natural disasters and their impact on people and places. Looking at text features and structures, analysing different information reports and continuing to develop skills in determining the main idea and supporting details of texts.</p> <p>Reading and comprehending poetry.</p> <p>Continuing to build reading comprehension skills - predicting, visualising, inferring, questioning, summarizing and making connections.</p>
	Speaking and Listening	<p>Speaking to inform – research, prepare, write, and deliver a presentation on a natural disaster.</p> <p>Book Talks</p>	<p>Rich conversations – engaging in learning conversations with whole class, small group and partners.</p> <p>Personal presentation – presenting one of their poems to the grade</p>
	Spelling and Grammar	<p>Prefixes and suffixes</p> <p>Comparatives, superlatives, and plurals</p> <p>Spelling generalisations</p> <p>Using knowledge of less common letter patterns to spell a wider range of words</p> <p>Working on effective strategies to learn to spell words on personal spelling list</p>	<p>Investigating how the spelling, pronunciation and meaning of some words has changed over time.</p> <p>Greek and Latin root words, prefixes, and suffixes</p> <p>Using word origins to assist with spelling</p> <p>Contractions and apostrophes for possession</p> <p>Working on effective strategies to learn to spell words on personal spelling list</p> <p>Using known words to assist with spelling unknown words</p>
<b>Mathematics</b>	Number	<p>Fractions, Decimals and Percentages</p> <p>Money</p>	<p>Revision based on individual and class needs.</p> <p>End of year assessments to determine individual progress</p>
	Algebra		<p>Multiplication and Division</p>
	Measurement	<p>Length</p> <p>Area and Perimeter</p>	<p>Volume and Capacity</p> <p>Angles</p> <p>Revision based on individual and class needs.</p> <p>End of year assessments to determine individual progress</p>
	Statistics	<p>Data – Data Interpretation and Representation</p> <p>Graphs – column graphs and dot plots</p>	<p>Revision based on individual and class needs.</p> <p>End of year assessments to determine individual progress</p>
	Probability	<p>Covered in Semester 1</p>	
	Space		<p>Mapping - Grid coordinates</p>
<b>Physical Education/Sport</b>	<p>Movement and activity</p> <p>Interpersonal development</p>	<p>Winter Games- football, soccer, netball, basketball- skill development- striking, net, throwing and/or catching, major games and competitions</p> <p>Preparation for Lightning Premiership</p> <p>Athletics –refining specific sprinting, hurdles, throwing, relay and jumping skills. Preparation for Athletics carnival Competition (school and SSV level) and personal bests</p>	<p>Cricket – further specific skill development- striking, throwing, catching and bowling, Kanga 8 game format</p> <p>Hotshots – refining skills, competitive games (individual and teams). Preparation for Division Hotshots tournament</p> <p>Net Games – refining throwing and catching skills, competitive games. Preparation for regional basketball tournament</p> <p>Free choice team-based games</p>
<b>The Arts</b>	Music/Dance/Drama	<p>Covered in Semester 1</p>	<p>Covered in Semester 1</p>
	Visual	<p>Exploring how different artists create art using different visual forms, practices and processes (Klimt, Matisse, Da Vinci, Picasso) and producing their own piece inspired by these artists</p> <p>Students will make, and respond to, visual artworks, exploring a diversity of ideas, concepts and viewpoints.</p> <p>Using knowledge of the primary colours to further investigate Secondary colours</p>	<p>Ceramics- creating a pinch pot</p> <p>Indigenous inspired artwork</p> <p>Foil Sculptures</p> <p>Christmas themed art</p>
<b>Languages</b> <i>*May be replaced by an alternate subject based on teacher availability</i>	<p>Communicating</p> <p>Intercultural knowledge</p>	<p>Collaborating with peers to plan and conduct a shared event or activity</p> <p>Translating texts from Indonesian to English and vice versa</p> <p>Developing understanding of how grammatical structures and rules influence textual organisation</p>	<p>Creating, for the class or school community, simple bilingual texts such as posters, reports, instructions and games</p> <p>Engaging in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments.</p> <p>Making or reproducing a video clip of a rap song.</p> <p>Sharing experiences of learning and using Indonesian</p>
<b>Health Personal and Social Capability</b>	<p>Health knowledge and promotion</p> <p>Building social relationships</p> <p>Self-Awareness and Management</p> <p>Social Awareness and Management</p>	<p>Resilience project- Gratitude, Empathy, Mindfulness</p> <p>Rights, Resilience and Respectful Relationships - Help Seeking, Gender and Identity</p>	<p>Resilience project – Gratitude, Empathy, Mindfulness</p> <p>Rights, Resilience and Respectful Relationships – Gender and Identity and Positive Gender Relations</p>
<b>Humanities</b>	History	<p>The Australian colonies and Australia as a Nation.</p>	
	Geography		<p>Exploring the characteristics of places, location and their interconnections – focus on the Murray Darling Basin</p>
<b>Technologies</b>	Civics and Citizenship	<p>Covered in Year 6</p>	
	Design and Technology	<p>STEM Investigations- Generate, develop, communicate and document design ideas and processes</p> <p>'Be the best weather presenter for the job'</p>	<p>Food Technology – investigating how and why food is produced in managed environments.</p> <p>Looking at the relationship between plant types and animal breeds and their environmental suitability.</p>

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	Digital Technologies	Using software to present and interpret data Participate in an online collaborative project, adhering to agreed protocols Word Processing – Microsoft Word, PowerPoint – features and uses. Utilising Google Classroom and Google Docs	
STEM	Science	Physical Science - Light from a source forms shadows and can be absorbed, reflected and refracted Earth and Space Science - Earth is part of a system of planets orbiting around a star (the Sun)	Earth and Space Science - Earth is part of a system of planets orbiting around a star (the Sun) Chemical Science - Solids, liquids and gases behave in different ways and have observable properties that help to classify them
	Digital Technology	Minecraft - identifying feature and interactions of worlds	
	Design and Technology	Investigate how forces or electrical energy can control movement, sound or light in a designed product or system	Identify the main components of a digital system, such as a computer and their uses. Identify uses of input and output devices.