2024 Parent TERM OVERVIEW
Year 5 Term 2

Dare to Dream

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<u>Power of Persuasion</u> Students will listen to, read, view and interpret a range of text types connected across the Australian Curriculum. Students will apply effective strategies to read, discuss and write about these texts in order to develop their comprehension. They will write a persuasive text, and present their oral presentation to persuade an audience. *Students will:* • Demonstrate the ability to analyse why an author chooses certain language features, structure and themes to position the audience to think, feel or act. • Create a collection of written pieces throughout the term to demonstrate their use of structure, language features for effect. • Plan, draft, rehearse and perform an oral persuasive speech to an audience	**Reading Comprehension** Analysing a persuasive text **Speaking and Writing Task** Plan, draft, edit and present a persuasive speech on a chosen topic	Week 7 Week 6-8
Mathematics	<u>Number, Fractions, Patterns and Algebra, Shape and Location and Transformation</u> Students will develop knowledge and understanding of number and place value to 10 000. They will revise facts and strategies for all four operations. Students will investigate properties of 3D objects and their 2D representations, as well as elements of location and transformation of shape, such as reflections, symmetry and rotations. Students will continue developing their understanding and ability to work flexibly with fractions and decimals across contexts. They will also investigate patterns, time, measurement and data representation through increasingly complex problem-solving tasks. *Students will:* • Explore and identify factors and multiples, revise multiplication and division facts, round and estimate, and explore mental computation strategies • Compare and order unit fractions • Compare, order and represent decimals • Connect three dimensional objects with their nets and other two-dimensional representations • Describe, continue and create patterns with decimals and whole numbers resulting from addition and subtraction • Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries	**Maths Test**	Week 7
Science	<u>Earth and Space Science – The Solar System</u> Students will investigate and learn about the planets of the Solar System and compare them to planet Earth. Students infer and interpret the important contributions made from those that have lived on the International Space Station and how their work has influenced our daily lives. Students will identify and describe the key features of our solar system. Through discussions, they will identify and justify how scientific developments have influenced life on Earth, and how these developments have contributed to solving a variety of problems. *Students will:* • Use tables to research and record sets of data related to the planets in our solar system. • Refer to data to identify patterns in average planet temperatures as the distance from the sun increases. • Order (from the sun) planets in the solar system. • Model, compare and contrast different size, distances, features and orbit patterns of planets. • Sort or categorise planets by their characteristics (atmosphere, water, temperature, rings). • Plan & publish a presentation incorporating accurate and sequenced content with multimodal elements. • Use thinking tools for note taking and summarise key research. • Analyse how technologies developed to aid space exploration have changed the way people live, work or communicate.	**Science Test**	Weeks 7/8
History	<u>Australian History – the Gold Rush and Beyond</u> Continuing from our History unit in Term One, students will dive deeper into aspects of the Gold Rush that influence and shape Australia today. They will read, listen to, view and discuss a range of texts and sources relating to perspectives of First Nations Peoples, as well as the long-lasting impacts of key events such as the Eureka Stockade. *Students will:* • Investigate the history of the discovery of gold and the subsequent gold rush in the 1850's • Investigate aspects of life on the goldfields including food, shelter, the role of women, the impact of the Chinese miners, perspective of First Nations Peoples, the effect of the miner's licence and the enforcement of the law by the commissioner.	**Inquiry Project – source analysis tasks**	Throughout term

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Health and Wellbeing	**Emotional literacy and Personal strengths** *Students will:* • Describe different ways to express emotions and the relationship between emotions and behaviour • Describe the influence that personal qualities and strengths have on achieving success • Identify and describe personal attributes important in developing resilience • Examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment	**Classroom observations** Wellbeing Journal and participation	For reporting purposes, only an effort mark will be awarded
Physical Education	**Athletics Focus** Students will learn specific skills and techniques to enhance performance of Track and Field events in preparation for the Athletics Carnival.	**Observation checklists** Track and Field Carnival	Ongoing
LOTE	**Term Two** *Students will:* • Learn vocabulary for a range of colours in Chinese along with clothing items • Use simple sentence structures to describe outfits and costumes • Understand the symbolism of colours in relation to Chinese culture	**Item 1:** Typing/writing & speaking tasks **Item 2:** Reading and listening tasks	Weeks 7-10
Digital Technologies / Visual Arts *Over the course of this semester, classes will participate in both Digital Technologies and Visual Arts specialist classes.*	**Take Me on a Creative Adventure!** *Students will:* • *Create* two visual representations that communicates and expresses their own, and others' ideas as artists and audience members. • *Be inspired* by artworks from the Impressionist era of the late 1800's, to create a self-portrait. *Implement* these Elements of Design in their artworks: shape, colour and value.	**Folio of work**	Ongoing
	Robotics *Students will:* • *Build* and *program* a Lego SPIKE PRIME Robot • *Develop* skills in using a visual programming language • *Apply* formulae in excel to *calculate* distances their robot will travel *Work collaboratively* to *plan* and *code* a program for their robot to travel through a maze	**Part A:** Test **Part B:** Planning and programming to solve a maze	Assessment period beginning in week 7
ICT	**eSafety** students will continue on their eSafety journey, focussing on Cybersafety, making positive choices online, cyberbullying and the appropriate use of school devices.	Not assessed	