

Learning Area Term Overview

Year 5 Term 3 2018		Assessment
English	<p>Appreciating and responding to poetry Students:</p> <ul style="list-style-type: none"> Listen to, read and view a range of poetry including: <ul style="list-style-type: none"> anthems, odes and other lyric poems from different contexts and narrative poems Interpret and evaluate poems Analyse how text structures and language features have been constructed by a poet, for specific purposes and effects. Create a transformation of a narrative poem to a digital multimodal narrative. 	<p>Assessment task 1: Poetry analysis Purpose: To write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.</p> <p>Assessment task 2: Multimodal narrative transformation Purpose: To create a digital multimodal transformation of a narrative poem.</p>
Maths	<p>Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> 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. Money and 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. 	<p>Assessment Task 1: Continuing patterns, calculating with money and numbers Purpose: To continue patterns by adding and subtracting fractions and decimals, and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. Students apply a range of computation strategies to solve problems and to plan and calculate simple budgets.</p> <p>Assessment Task 2: Calculating measurements Purpose: To choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles.</p> <p>Assessment Task 3: Investigating and calculating measurement Purpose: To use simple strategies to reason and solve a measurement inquiry question.</p>
Science	<p>Physical Sciences - The properties of light and the formation of shadows 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. Students explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p>Assessment task: The a-MAZE-ing trick – Experimental investigation Assessment purpose: To plan, predict and conduct fair investigations to explain everyday phenomena associated with the transfer of light. To discuss how scientific developments have affected people's lives. To describe ways to improve methods and communicate ideas and finding.</p>
HASS	<p>Communities in colonial Australia (1800s) Inquiry question: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i> Students:</p> <ul style="list-style-type: none"> Examine key events related to the development of British colonies in Australia after 1800 Identify the economic, political and social reasons for colonial developments in Australia after 1800 Investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment Locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia Present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community Identify different viewpoints about the significance of individuals and groups in shaping the colonies Sequence significant events and developments that occurred during the development of colonial Australia using timelines. 	<p>Assessment task: Communities in Colonial Australia (1800s) Purpose: To conduct an inquiry to answer the inquiry question: How and why did the lives of people in Australian colonies change or stay the same because of the gold rush?</p>
Other Learning Areas		
Technology	The Arts	Languages other than English
Digital Technologies	Drama and Visual Arts	Japanese or Spanish
		Health and Physical Education
		Physical Education