

# Term 4 Year 5/6 Curriculum Snapshot

Our vision is for all students to be:

- successful learners;
- confident and creative individuals;
- independent, self-directed
- active and informed citizens.

Our values:

- Be a Learner
- Be Respectful
- Be Safe



We believe that all students can learn and achieve. Student learning occurs when;

- learning is inclusive, integrated, engaging, relevant and purposeful;
- language is developed and consistent across the curriculum;
- learning experiences are challenging to develop critical and creative thinkers;
- data is used to inform teaching and planning;
- differences are recognised and valued; and
- a safe and supportive learning environment is provided.

**Our School Priority**

A school wide improvement in writing including teacher knowledge, student performance and moderation.

## English Exploring Literary Texts by the Same Author

In this unit, students listen to and read literary texts by the same author to identify language choices and author strategies used to influence the reader. They will compare short story and a novel by the same author to identify aspects of author style.

**Assessment task** - Students participate in a panel discussion to analyse and evaluate the style of an individual author. (Year 6 and modified for Year 5).

## Science Life On Earth

In this unit students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests.

**Assessment task: Experimental Investigation** - Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems (Year 6 and modified for Year 5).

## Health and Physical Education (HPE) Transitioning and Over the Net

**Health**—In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.

**Research Assessment**—Students recognise the influence of emotions and discuss factors that influence how people interact in new situations. They investigate developmental changes, transitions, and explain the influence of people and places on identities.

**Physical Education** - In this unit, students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.

**Assessment task** - Students perform specialised tennis skills. They combine movement concepts and strategies during games to open up space on the court to win points or gain control during rallies. Students demonstrate fair play and skills to work collaboratively during tennis activities and games.

## Technologies Data Changing Our World

**Digital Technologies**— In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.

**Assessment Portfolio**—Students explain how information systems meet needs. They represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically.

## Mathematics

**Number and place value** - apply mental and written strategies to solve addition, subtraction, multiplication and division problems; identify and use factors and multiples; apply computation skills; use estimation and rounding to check reasonableness; solve problems involving addition, subtraction, multiplication and division; use efficient mental and written strategies to solve problems (Yr 5).

**Fractions and decimals** - add, subtract and multiply decimals; divide decimals by whole numbers; calculate a fraction of a quantity and percentage discount; compare and evaluate shopping options (Yr 6).

**Geometric reasoning** - estimate and measure angles, construct angles using a protractor (Yr 5).

Measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts (Yr 6).

**Chance** - list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments (Yr 5).

Conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or per cent; compare observed and expected frequencies (Yr 6).

**Data representation and interpretation** - explore types of data, investigate an issue (Yr 5).

Compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, represent data from a chance experiment, problem solve and reason by interpreting secondary data (Yr 6).

**Assessment tasks** - Describing chance and probability (Yr 5) Describing possibilities and comparing frequencies (Yr 6)

## Humanities and Social Sciences (HASS) People Interacting with Environments

Students will explore the characteristics of places from the local to national scale, and how and why places are similar and different.

**Assessment task** - Students investigate how people and environments influence each other.

## The Arts (Mrs Greer) Light and Shadow

In this unit, students explore light and shadow in media art forms to create representations and meaning for an audience.

**Assessment Task** - Students explore the work of media artists and collaborate to create a stop motion animation using light and shadow to communicate mood and point of view for an audience.

**High Expectations-** These four questions guide our intentional approach to improving the progress of students.

**How are our students doing?**

**How do we know?**

**What are we doing to improve students' learning?**

**How do we know when it's working?**