



# Yugumbir State School

## Year 5 Yearly Overview Curriculum Plan

### 2022

CARING HEARTS  
ENQUIRING MINDS  
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4
CLASS TEACHER	ENGLISH – V8 AC	<p><b>Examining and creating fantasy texts</b> 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.</p> <p><b>Imaginative response</b> Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.</p>	<p><b>Examining media texts</b> 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.</p> <p><b>Comprehend a feature article</b> Students interpret and analyse information from a feature article.</p> <p><b>Multimodal feature article</b> Students select information and create a multimodal feature article that presents a particular point of view about an issue.</p>	<p><b>Responding to Poetry</b> Students listen to, read and view a range of poetry, including anthems, odes, other lyric poems and narrative poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects. Students will create a transformation of a narrative poem to a digital multimodal narrative.</p> <p><b>Poetry analysis</b> Students 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><b>Digital multimodal narrative</b> Students create a digital multimodal transformation of a narrative poem.</p>	<p><b>Exploring narrative through novels and film</b> Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.</p> <p><b>Written comparison</b> Students write a comparison of a novel and its film adaptation and state a preference.</p>
		CLASS TEACHER	MATHS – V8 AC– C2C	<p><b>Unit 1</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations.</li> <li>Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator.</li> <li>Using units of measurement — investigate time concepts and the measurement of time, read &amp; represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles.</li> <li>Chance — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game.</li> <li>Data representation and interpretation — build an understanding of data, develop the skill of defining numerical &amp; categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.</li> </ul> <p><b>ASSESSMENTS</b> <b>Interpreting data and posing questions to collect data</b> Students classify and interpret data and pose questions to gather data. <b>Solving simple multiplication, division and fraction problems</b> Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator.</p>	<p><b>Unit 2</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples.</li> <li>Fractions and decimals — make connections between fractional numbers and the place value system and represent, compare and order decimals.</li> <li>Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities.</li> <li>Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations.</li> <li>Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes.</li> <li>Geometric reasoning — identify the components of angles, compare &amp; estimate the size of angles to establish benchmarks, construct &amp; measure angles.</li> <li>Data representation and interpretation — explore methods of data representations to construct &amp; interpret data displays, reason with data.</li> </ul> <p><b>ASSESSMENTS</b> <b>Applying shape, angle and transformation concepts</b> Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. <b>Investigating data and constructing data displays</b> Students use simple strategies to reason and solve a data inquiry question.</p>

		Term 1	Term 2	Term 3	Term 4
CLASS TEACHER	SCIENCE – V8 AC – C2C	<p><b>Survival in the environment</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.</p> <p><b>Creating a creature</b> Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p>	<p><b>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 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 multimodal texts including recording in data sheets and as a report for popular media.</p> <p><b>Exploring the solar system</b> Students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.</p>	<p><b>Now you see it</b> 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. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p> <p><b>Exploring the transfer of light</b> Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.</p>	<p><b>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 compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.</p> <p><b>Investigating evaporation and explaining solids, liquids and gases</b> Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>
		<p><b>People and the environment</b> Inquiry questions: <i>How do people and environments influence one another?</i> Students investigate:</p> <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> <p><i>Assessment task</i> To investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain the characteristics of places in different locations at local to national scales</li> <li>identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments.</li> <li>interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence</li> <li>sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions</li> <li>present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</li> </ul>	<p><b>Managing Australian communities</b> Inquiry questions: <i>How are people and environments managed in Australian communities?</i> Students investigate:</p> <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> <p><i>Assessment task</i> To identify how legal and environmental issues in Australian communities can be managed. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe the roles of different people in Australia's legal system</li> <li>identify the effects of these interconnections on the characteristics of places and environments</li> <li>locate and collect data and information from a range of sources to answer inquiry questions.</li> <li>interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships</li> <li>independently propose action, describing the possible effects of their proposed action</li> <li>present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</li> </ul>	<p><b>Australian communities of the future</b> Inquiry questions: <i>What is the relationship between environments and my role as a consumer?</i> Students investigate:</p> <ul style="list-style-type: none"> <li>a familiar personal or community economics or business issue they may experience in their everyday life</li> <li>how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used</li> <li>how different types of resources are used by societies to satisfy needs and wants of present and future generations</li> <li>how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.</li> </ul> <p><i>Assessment task</i> To explain how people in communities make decisions about the use of resources to meet their needs and wants. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>recognise that choices need to be made when allocating resources.</li> <li>describe factors that influence their choices as consumers</li> <li>identify strategies that can be used to inform these choices</li> <li>present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</li> </ul>	<p><b>Communities in colonial Australia (1800's)</b> Inquiry questions: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i> Students investigate:</p> <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> <p><i>Assessment task</i> To describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe the significance of people and events/developments in bringing about change</li> <li>identify the causes and effects of change on particular communities</li> <li>describe aspects of the past that have remained the same</li> <li>describe the experiences of different people in the past</li> <li>examine sources to determine their purpose and to identify different viewpoints</li> <li>sequence information about events and the lives of individuals in chronological order using timelines</li> <li>present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</li> </ul>
CLASS TEACHER	HASS - V8 AC – C2C				

		Term 1	Term 2	Term 3	Term 4
CLASS TEACHER	HEALTH – V8 AC – C2C	<b>Emotional Interactions</b> Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well. <i><b>This unit has been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum.</b></i>  <b>Assignment/Project</b> Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others. They present a group role-play. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>recognise the influence of emotions on behaviours</li> <li>discuss factors that influence how people interact</li> <li>describe their own and others' contributions to health, physical activity, safety and wellbeing</li> <li>demonstrate skills to work collaboratively.</li> </ul>	<b>Healthy Habits</b> Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. <b>Research</b> Students complete an informative written response. They investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>describe their own and others' contribution to health and wellbeing</li> <li>access and interpret health information</li> <li>apply problem-solving skills to enhance their own and others' health and wellbeing.</li> </ul>	<b>Multicultural Australia</b> Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.  <b>Collection of work</b> Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>explain the influence of people and places on identities</li> <li>examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding</li> </ul>	<b>Growing Up</b> Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.  <b>Collection of work</b> Students investigate developmental changes and transitions associated with growing up and access and interpret health information to create 'The development game'. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>investigate developmental changes and transitions</li> <li>access and interpret health information to enhance their own and others' health and wellbeing.</li> </ul>
		<b>Light and shadow</b> In this unit, students explore light and shadow in media art forms to create representations and meaning for an audience.  <b>Collection of Work</b> To 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.	<b>The animal within</b> In this unit, students will focus on representation of animals as companion, metaphor, totem and predator.  <b>Collection of Work</b> To explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.		
SPECIALIST TEACHERS	C2C – V8 - LANGUAGES – Indonesian	<b>YEAR 5: FOOD &amp; CELEBRATIONS (MAKANAN)</b>  <b>Year 5 – Task 1 – Recipe Placemat (Tatakan Resep)</b> Students make a double-sided A4 Recipe placemat. Side A: Food Montage with pictures and labels in Indonesian (iPad classes use PicCollage app); Side B: One recipe of an Indonesian dish, hand-written in English with name, ingredients and method. A written opinion in Indonesian about an Indonesian food you have tasted or eaten. <b>Year 5 &amp; 6 - Task 2 – 5 Minute Dictionary Translating (Kamus) test</b> at end of term	<b>YEAR 5: SCHOOL LIFE (SEKOLAH)</b> <b>Year 5 – Task 1- Penfriend Letter (Surat Sahabat Pena)</b> Student write a letter In Indonesian to a penfriend, using personally designed stationery (letter and envelope). Read several sentences (25 words) from your letter to the class.  <b>Year 5 &amp; 6 - Task 2 – 5 Minute Dictionary Translating (Kamus) test</b> at end of term	<b>YEAR 5: PHYSICAL BODY (BADAN)</b>  <b>Year 5 - Task 1 – Robot Poster</b> Students create an A3 poster featuring a hand-drawn non-human robot. Label at least 12 body parts in Indonesian. Include a written description in Indonesian about your robot.  <b>Year 5 &amp; 6 - Task 2 – 5 Minute Dictionary Translating (Kamus) test</b> at end of term	<b>YEAR 5: PLACES TO LIVE (SAYA TINGGAL DI SINI)</b> <b>Year 5 - Task 1 – My House Plan (Rencana Rumah Saya)</b> Students draw an (aerial-view) floorplan of their own or an imagined house. Include doors, walls and windows. Inclusion of furniture is optional. Use a checklist to indicate which rooms are represented in the house plan. Include an advertisement about the quality features of your house.  <b>Year 5 - Task 2 – 15 Minute Translating test from Memory</b> at end of term
		<b>Fun and Fitness</b> Students will explore the health- related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will test the effects of different exercises on specific muscle groups.  <b>Assignment/Practical Task</b> Students complete an investigation of a series of exercises to determine what area of the body is being targeted. Students will demonstrate fitness knowledge.	<b>Softball / T-Ball</b> Students will refine their throwing and fielding skills using a glove in a softball game format. They will demonstrate pitching and batting skills. They will demonstrate fair play and skills to work collaboratively to apply these skills in the game context.  <b>Collection of Work</b> Students perform throwing, catching and fielding in a variety of settings. They apply these skills with batting in the game context.	<b>Dig It</b> Students develop their volleyball skills of dig and serve. They demonstrate fair play and skills to work collaboratively when practising in small groups and modified games. <b>Collection of Work</b> Students complete a series of practical tasks demonstrating their ability to perform a dig and serve accurately. They will apply these in a modified game setting.	<b>Top Shot</b> Students develop their racquet skills used in table tennis. They demonstrate fair play and skills to work collaboratively when practising in small groups and modified games. Students develop skills to effectively score and control the game. <b>Collection of work</b> Students complete a series of practical tasks demonstrating their ability to hit forehand, backhand and serve. They demonstrate their knowledge of the rules through umpiring of the game.
	MUSIC – V8 AC	<b>Pentatonic Music</b> Students will learn about the pentatonic scale, exploring the relationship between solfa and fixed notes. They will sing and play pentatonic music, with the focus on always being "in tune". In this unit students will also begin basic guitar skills and technique, and become familiar with tablature notation. <b>Performance</b> Students will select, modify and perform a pentatonic song, demonstrating their aural skill. This task will require students to: <ul style="list-style-type: none"> <li>Notate their modified song with stick rhythm and solfa</li> <li>Perform the song from multiple starting pitches</li> </ul> Use appropriate handsigns and sing in tune		<b>Chance Music</b> Students will reinforce the basics of notation on the treble staff. They will read notes, deriving both what to play and when to play. They will explore the use of chance in music composition and performance, and write their own music using this method. <b>Collection of Work</b> Students will compose and notate music, and respond to a variety of music stimuli. This task will require students to: <ul style="list-style-type: none"> <li>Select a method of chance and design a set of rules to determine pitch and rhythm for individual notes</li> <li>Write a sequence of notes on the treble staff, following their chance method and rules</li> </ul> Discuss similarities and differences between theirs and others' music	
		<b>Import and Export</b> Students will explore Australia's food and fibre production supply chain. They will collect data and create graphic representations about sustainable practices & digital technologies used (GPS Data). Students will explain how systems are / are not sustainable and how they meet current and future community needs.	<b>Growing Plants</b> Students will investigate how and why food and fibre are produced in managed environments and examples of the current and future managed environments. They will also investigate how to create a sustainability garden for a managed environment.		