



### ENGLISH

#### Unit – Examining Media Texts

In this unit, 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.

#### Unit - Appreciating poetry

In this unit, students listen to, read and view a range of poetry, including, anthems, odes and other lyric 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.

### ARTS- VISUAL ARTS

#### Unit - The Animal Within

In this unit, students will focus on representation of animals as companion, metaphor, totem and predator. Students will investigate an animal and its environment and plan an artwork inspired by researched ideas. Students will make a sculptural artwork using animal representations to explore a personal view.

### MUSIC

#### Unit - Aural, written recognition & responding through performing

Students will continue to rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience.

They will focus on 6/8 timing and patterns and will be introduced to two-part musical compositions in 6/8 timing to perform on either keyboard or recorder.

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### MATHEMATICS

Through the proficiency strands understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

**Number and place value** — apply mental and written strategies to solve addition, subtraction, multiplication and division problems; identify and use factors and multiples; use estimation and rounding to check reasonableness; solve problems involving addition, subtraction, multiplication and division; use efficient mental and written strategies to solve problems.

**Shape** - apply the properties of three-dimensional objects to make connections with a variety of two-dimensional representations of three-dimensional objects, represent three-dimensional objects with two-dimensional representations.

**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.

**Geometric reasoning** - identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles.

**Using units of measurement** - read and represent 24-hour time, convert between 12-hour and 24-hour time.

### SCIENCE

#### Unit - Our place in the solar system

In this unit, students will describe the key features of our solar system including planets and stars. They will 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 will pose questions and plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.

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### LOTE – GERMAN

#### Unit - What is family?

In this unit, students use language to communicate ideas relating to the concept of family and group identity.

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### HASS - (Humanities & Social Sciences)

#### Unit - Participating in Australian Communities

**How have people enacted their values and perceptions about their community, other people and places, past and present?**

In this unit, students:

**Investigate** the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice.

**Identify** significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor

**Explore** representative democracy and voting processes in Australia.

**Investigate** how students enact democratic values and processes through participating in school elections

**Generate alternative responses** to a democratic issue and propose action by describing the positive and negative effects.

**Present ideas** about proposed actions in response to a democratic issue.

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### HPE (Health & Physical Education)

#### Health

This term Year 5 students will 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.

#### Physical Education

Year 5 students will explain the health-related fitness components used in various physical activities and the significance of physical activity participation to health and wellbeing. They apply the elements of movement to compose and perform an Athletics activity that develops a health-related fitness component. This will culminate in the Senior Interhouse Athletics Carnival at the end of term 2.

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