



ENGLISH

Unit – Examining and analysing fantasy texts

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. Students create an informative text for purpose and audience.

SPELLING - Students will cover Sound Waves Units 1– 10.

READING - Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension. Home reading is an important part of their reading program and will continue throughout the year.

MUSIC

Unit – Aural, written recognition & responding through performing

Students will describe and discuss similarities and differences between music they listen to, compose and perform.

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

Mrs Myatt – kmyat3@eq.edu.au

MATHEMATICS

In Year 5, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Number

- apply an understanding of relationships to convert between, and order fractions and decimals
- use mathematical modelling to solve practical addition and subtraction problems using fractions

Space

- recognise what stays the same and what changes when shapes undergo transformations
- locate and move positions within a grid coordinate system

Statistics

- plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data

SCIENCE

Unit – Survival in the environment

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.

Mrs McIntosh- rlmci0@eq.edu.au

LOTE – AUSLAN

Students will begin by learning to sign basic Auslan words and phrases. Topics such as greetings and manners, classroom signs and school routines, finger spelling the alphabet, months of the year, days of the week, looking at numbers, family members and daily home routines, colours and sports. Auslan signs will be developed through discussions together, movement and songs.

Mrs Knight – bknig83@eq.edu.au

HPE (Health & Physical Education)

Unit – Emotional Interactions

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.

Unit – Life Saving/Swimming

Junior lifesaver – Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios

Mr Mottram – bmott8@eq.edu.au

HASS (Humanities & Social Sciences)

Unit – Communities in colonial Australia (1800s)

Inquiry question:

- How have individuals and groups in the colonial past contributed to the development of Australia?

In this unit, students:

- 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.

Miss O'Sullivan
txosu4@eq.edu.au