



### ENGLISH

#### Unit – Reading and Writing

Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.

Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters.

Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.

### AUSLAN

This term in Auslan, year 5 students will be using their prior learning and experience to engage and interact with each other. Students will communicate and work collaboratively applying their Auslan skills through conversations, scripts, activities, stories and games. The term 4 unit is 'Shared Auslan learning Activities'.

Participation will take place via activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas. Students will also complete their Auslan exam, which will provide them with their overall Auslan mark for the Semester.

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### MATHEMATICS

#### Unit – Ordering decimals, finding unknowns and using factors and multiples and conducting repeated chance experiments

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.

#### **Number and Algebra**

- apply understanding of relationships to convert between forms of numbers, units and spatial representations
- experiment with factors and multiples using algorithms and digital tools to identify and explain patterns
- use proficiency with multiplication facts and efficient calculation strategies

#### **Probability**

- develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring

### SCIENCE

#### Unit – Matter Matters

In this unit students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They will represent data and observations in tables and graphs. They will identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They will suggest ways to improve fairness and accuracy of their investigation.

### MUSIC

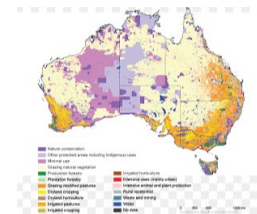
Students will be demonstrating, recognising, responding and performing using musical elements, singing techniques and instruments. Focusing on 2-part compositions, compound time signatures, treble clef notation, solfa, beat, rhythms and extended forms.

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### HASS

#### Unit – Managing Australian Communities

In this unit, students examine how Australian communities are affected by the interconnection between people, places and environments. Investigate the importance of laws and regulations in managing people and environments in Australian communities. Explore the influence of people on the human characteristics of places, including the organisation of space through zoning. Recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management. Investigate environmental challenges such as natural hazards and their effect on Australian communities. Explore the principles involved in minimising the harmful effects of natural hazards. Interpret data to evaluate the ways citizens responded to an Australian natural hazard. Propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.



### HPE (Health & Physical Education)

#### Health Unit- Growing up

In this unit, students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.

#### Physical Education Movement Unit- Aquatics (stroke correction)

This term students will apply appropriate techniques to swim freestyle, backstroke, butterfly and breaststroke using kickboards. Stroke correction and diving is a focus for the unit. Students will also participate in the Senior school swimming carnival and time trials.

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