

OXENFORD STATE SCHOOL YEAR 5 ~ CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
ENGLISH	<p>Examining and creating fantasy texts (C2C Unit 1)</p> <p>Students listen to, read and interpret many stories from the fantasy genre showing understanding of character development in relation to plot and setting.</p>	<p>Unit 2: Examining media texts (C2C Unit 2)</p> <p>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>Poetry Slam (C2C P-6 Unit 4)</p> <p>Students read and comprehend complex poems, and write and perform poems. They apply knowledge of poetic types to create an adaptation of a poem which addresses an environmental issue. Students then perform their poem.</p>	<p>Movie or Book? (C2C Year 5 Unit 6)</p> <p>Students listen to, read and view narrative films and novels with a range of characters 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 of the novel. Students express and justify opinions about aspect of the novels and films during group discussions.</p>
	<p>Writing <i>Imaginative response</i> Students write a short story, creating a 'good' and 'evil' character, and establish setting.</p> <p>Speaking <i>"Book Reading"</i> Students read their story to a younger audience</p>	<p>Reading <i>Short Answer</i> Students interpret and analyse information from a feature article.</p> <p>Writing <i>Persuasive- Multimodal feature article</i> Students select information and create a multimodal feature article that presents a particular point of view about an issue.</p>	<p>Reading <i>Poetry Analysis</i> 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>Writing <i>Creating Imaginative Text: Poetry</i> Students write an adaptation of a poem on an environmental issue</p> <p>Speaking <i>Oral Presentation</i> Students present their poem in a café setting.</p>	<p>Reading <i>Comprehension Short Answer</i> Students read and respond to an imaginative text</p> <p>Writing <i>Informative Response comparison of a novel and film</i> Students write a comparison of a novel and its film adaptation and express a preference.</p>
MATHEMATICS	<ul style="list-style-type: none"> ▪ Fractions and Decimals ▪ Place Value ▪ Location and Transformations ▪ Data 	<ul style="list-style-type: none"> ▪ Patterns and Algebra ▪ Time ▪ Number 	<ul style="list-style-type: none"> ▪ Number and Place Value ▪ Shape ▪ Chance 	<ul style="list-style-type: none"> ▪ Fractions and Decimals ▪ Units of Measurement ▪ Money
	<p>Number and Algebra Fractions & Decimals (P-6 Unit1)</p> <p>Statistics and Probability Data Investigation (Based on P-6 Unit 1)</p> <p>Measurement & Geometry Location and describing transformations (P-6 Unit 1)</p>	<p>Number & Algebra Patterns & Algebra (P-6 Unit 2)</p> <p>Measurement & Geometry Time (P-6 Unit 2)</p>	<p>Number & Algebra Number & Place Value (P-6 Unit 3)</p> <p>Measurement & Geometry Shape and Geometric reasoning (P-6 Unit 3)</p> <p>Statistics & Probability Chance (Based on P-6 Unit 3)</p>	<p>Number & Place Value Fractions & Decimals (P-6 Unit 4)</p> <p>Measurement & Geometry Units of Measurement (P-6 Unit 3)</p> <p>Number & Algebra Money & Financial Mathematics Investigation (Based on P-6 Unit 4)</p>
SCIENCE	BIOLOGICAL SCIENCES	EARTH and SPACE SCIENCES	PHYSICAL SCIENCES	CHEMICAL SCIENCES
	<p>Matter Matters (C2C Unit 4)</p> <p>Students will broaden their classification of matter to include gases. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways.</p>	<p>Now you see it (Based on C2C Unit 3)</p> <p>Students will investigate the properties of light and the formation of shadows. They will 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.</p>	<p>Survival in the environment (Based on C2C Unit 1)</p> <p>Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment.</p>	<p>Our place in the Solar System (Based on C2C Unit 2)</p> <p>Students will describe the key features of our solar system and the contributions to our knowledge of the solar system from a range of people.</p>

	Investigating evaporation and explaining States of Matter <i>Experimental Investigation (C2C Unit 4)</i> Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.	Exploring the transfer of light <i>Experimental Investigation (C2C Unit 3)</i> Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe 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	Survival in the Environment <i>school based assessment – Research</i> Opportunity to build ICT General Capability Students analyse how the form of a penguin enables them to function in their environment, their population status and how people can help current and future penguin populations. Design a brochure to inform students and teachers who visit the new Penguin Refuge at Currumbin Wildlife Sanctuary.	Exploring the solar system <i>On- Line Report (C2C task – Unit 2)</i> Students describe key features of the solar system. Students 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.
HASS	Eureka! (Based on C2C Unit 3) Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the Gold Rush?'	You Decide (Based on C2C Unit 5) Students explain how people in communities make decisions about the use of resources to meet their needs and wants.	People and the Environment (Based on C2C Unit 1) Students investigate the characteristics of North America and Europe especially major cities. They use evidence to draw conclusions about a preferred place to live.	Democratic Rules Based on C2C Unit 4 Students identify how legal and environmental issues in Australian communities can be managed. Students investigate democratic values and processes in the school community
	Guided Investigation: Collection of Evidence C2C Unit 3	School Based Collection of Evidence Project Based Learning: Paying it Forward	Research: Short Answer C2C Unit 1	School Based – Collection of Evidence Using Student Leadership and Voting as a Case Study
TECHNOLOGY	Drone City Students will be creating a digital program that makes their drone travel through a series of circuits. Students will understand how drones are now used by emergency services to evaluate the most effective flight paths to deliver aid when a natural disaster occurs.		Wildlife Warriors Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.	
HEALTH AND PHYSICAL EDUCATION	HEALTH 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. Assessment Collection of Evidence		HEALTH Healthy habits In this unit 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 Assessment Healthy Habits (C2C Unit 2 task)	
	PHYSICAL EDUCATION People in motion (5-6 Band) Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete a fitness test, cross country in Term One and a variety of athletic skills in Term Two. Assessment Practical Demonstration Observation and Checklist		PHYSICAL EDUCATION Built for B-Ball Students explore and describe the key features of health-related fitness and the significance of physical activity participation to health and well-being in the context of basketball. Assessment Game Play : Observation and Checklist	

MEDIA ARTS**Light and Shadow** (Based on C2C Media Arts 5-6 Band Unit 1)

Students shape time and space to explore representations in media art forms.

They will:

- explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community
- experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production
- present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting
- explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

MUSICUnit 3: **Rhythmic Riot**

In this unit, students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.

VISUAL ARTS**The Animal Within** (Based on C2C Band 5-6 Visual Arts Unit 1)

Students focus on representation of animals as companion, metaphor, totem and predator.

They will:

- explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks
- experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view
- plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view

MUSICUnit 1 **Going to the Movies**

In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.