

OXENFORD STATE SCHOOL YEAR 5/6 ~ CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1 Persuasive Texts	Term 2 Historical Texts	Term 3 Critical Literacies	Term 4 Narrative Texts
ENGLISH	<p>Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect.</p> <p>Students in year 6 will create an advertisement for a favourite holiday destination to convince their peers to visit.</p> <p>While Students in year 5 will create an advertisement persuading their peers about the greatest person of all time in a particular field.</p>	<p>Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts.</p> <p>Students in year 6 will create a monologue as a person from around federation, or sorry speech.</p> <p>Students in year 5 will create a monologue as a person from the gold rush period.</p>	<p>Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts.</p> <p>Students in year 6 will be writing a comparative essay on a literary and informative text about an endangered animal.</p> <p>Students in year 5 will explore how text features guide the reader to understand and access information in a text.</p>	<p>Students listen to and read short stories by different authors. They investigate the ways Paul Jennings use text structure and language features to entertain. They then create their own short story.</p> <p>Students in year 6 will create their own short story about a character who faces conflict.</p> <p>Students in year 5 will create a picture book to entertain a younger reader.</p>
	<p>Writing A multimodal advertisement</p> <p>Reading Students will participate in a reading interview where their reading behaviour will be observed</p>	<p>Speaking Students deliver a monologue as a significant person from the past</p> <p>Writing Students create a monologue as a significant person from the past</p>	<p>Writing Students will write an information text</p> <p>Reading/Speaking Students will participate in a panel discussion about different texts</p>	<p>Writing Students will create a short story</p> <p>Reading Students will read several short stories to compare the author's style</p>
MATHEMATICS	<p>Number and Algebra Fractions: common and decimals Integers</p> <p>Measurement & Geometry (Locating ordered pairs and describing transformations)</p> <p>Data representation and interpretation (Statistics and Probability)</p>	<p>Number and Algebra Counting Patterns and Finding Unknown Qualities Number properties and sequencing numbers.</p> <p>Measurement and Geometry Angles Calculating 12 and 24 hour time Interpreting timetables</p>	<p>Number and Algebra Solving problems. Factors and Multiples Estimation and Rounding Order of Operations</p> <p>Measurement and Geometry Solving problems involving length, area, volume, and capacity</p> <p>Statistics & Probability (Describing probabilities and comparing frequencies)</p>	<p>Number and Algebra Calculating fractions and decimals. Number and Algebra - Money and financial mathematics Investigation Profit and Loss Calculating percentage discounts</p>
	Chemical science	Physical science	Earth and space science	Biological science
SCIENCE	<p>States of Matter 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. Students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible.</p>	<p>Energy 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. Students will investigate electrical circuits as a means of transferring and transforming electricity.</p>	<p>Our Changing World 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. Students explore the effects of natural disasters on Earth's surface and how communities are affected by these events.</p>	<p>Adapting to Change Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. Students will explore the environmental conditions that affect the growth and survival of living things.</p>

	Experimental Investigation Students plan and conduct an investigation into changing states of matter.	Supervised Assessment Students will design and construct I circuits to solve problems.	Research Students will conduct a research based project and present their findings to their peers.	Experimental investigation Students collect, organise and interpret data into an aspect of adaptations required for survival.
HASS	Globalisation INQUIRY QUESTION How do places, people and cultures differ across the world? Year 6 Asia focus Year5 North America and Europe	Significant Australians INQUIRY QUESTIONS How and Why did the lives of people change due to the Gold Rush and Eureka Stockade? How have key figures, events and values shaped Australian society, its system of government and citizenship?	Australia's global connections (C2C Unit 4) INQUIRY QUESTION Students identify how legal and environmental issues can be managed? How do Australia's global connection influence my role as a global citizen?	You Decide Making decisions to benefit the community INQUIRY QUESTION How do communities make decisions about limited resources? How can limited resources be used to benefit a community?
	Short Answer Students will answer a series of questions about the geographical location of countries in Asia	Research and Oral Presentation Students will present their research findings to their peers about significant people in our past.	Case Study Students conduct a case study into the conservation of a world heritage area.	Investigation Students conduct an investigation and present their recommendations.
Technology	Problem Solvers 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 in their local area.		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.	
HEALTH AND PHYSICAL EDUCATION	HEALTH What am I drinking? In this unit, students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.		HEALTH Change Students investigating developmental changes and transitions and explain the influence of people and places on identities as they transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations.	
	PHYSICAL EDUCATION People in motion In this context, 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		PHYSICAL EDUCATION All Codes Football Students perform specialised movement skills, propose, and combine movement concepts and strategies to achieve movement outcomes in "All codes" football. Assessment: Game and Reflection	
The Arts	MUSIC Unit 2: Around the World with Music In this unit students perform, compose and respond to music from other cultures. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> describe and discuss similarities and differences between music they listen to, compose and perform discuss how they and others use the elements of music in performance and composition. 		MUSIC Unit 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. Assessment: Presentation and Planning Notes	
	Dance Adventures in Dance (C2C Band 5-6 Dance Unit 3) Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms. Assessment: Presentation and Reflection		Visual Arts Lets Express Ourselves Students make and respond to art works that express a point of view on an environmental issue. Assessment Whole Class and Individual Artworks	

