

## -OXENFORD STATE SCHOOL YEAR 5 ~ CURRICULUM OVERVIEW

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Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1 Author's Circle	Term 2 LET'S GET PHYSICAL	Term 3 Developing Creative Responses to Literature	Term 4 GOAT
ENGLISH	Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. <b>Students create a picture book to entertain a younger reader.</b>	Students engage with a variety of informative texts such as reports, explanations, reviews and procedures by Australian, First Nations Australian and world authors. Students explore how text features such as chapters, headings and subheadings, tables of contents, indexes and glossaries guide the reader to understand and access information in a text. <b>Students use texts as models to create a report to present to an audience.</b>	Students engage with a variety of texts for enjoyment including film and digital texts, novels, poetry and dramatic performances. These texts have complex sequences of events and use the effects of imagery and figurative language. They include classic and/or contemporary literature from wide-ranging Australian and world authors, and texts from or about Asia. <b>Students create an imaginative text to present to an audience.</b>	Students engage with a variety of texts that explore themes of interpersonal relationships and biographies of sports, scientific and other areas of achievement. Texts may include film, digital texts, non-fiction and dramatic performances. Students explore point-of-view, positioning and influence in text and how it affects interpretation and response by readers. <b>Students create a multimodal text to persuade their peers of the greatest of the individual.</b>
	<i>Summative Assessments</i> <b>Speaking and Listening</b> <b>Reading</b> <b>Writing</b>	<i>Summative Assessments</i> <b>Speaking and Listening</b> <b>Reading</b> <b>Writing</b>	<i>Summative Assessments</i> <b>Speaking and Listening</b> <b>Reading</b> <b>Writing</b>	<i>Summative Assessments</i> <b>Speaking and Listening</b> <b>Reading</b> <b>Writing</b>
MATHEMATICS	Students have opportunities to develop understandings of: Fractions and Decimals ▪ Place Value ▪ Location and Transformations ▪ Data	Students have opportunities to develop understandings of: ▪ Patterns and Algebra ▪ Time ▪ Number	Students have opportunities to develop understandings of: ▪ Number and Place Value ▪ Shape ▪ Chance	Students have opportunities to develop understandings of: ▪ Fractions and Decimals ▪ Units of Measurement ▪ Money
	<b>Number and Algebra</b> Fractions & Decimals (P-6 Unit1) <b>Statistics and Probability</b> Data Investigation (Based on P-6 Unit 1) <b>Measurement &amp; Geometry</b> Location and describing transformations (P-6 Unit 1)	<b>Number &amp; Algebra</b> Patterns & Algebra (P-6 Unit 2) <b>Measurement &amp; Geometry</b> Time (P-6 Unit 2)	<b>Number &amp; Algebra</b> Number & Place Value (P-6 Unit 3) <b>Measurement &amp; Geometry</b> Shape and Geometric reasoning (P-6 Unit 3) <b>Statistics &amp; Probability</b> Chance (Based on P-6 Unit 3)	<b>Number &amp; Place Value</b> Fractions & Decimals (P-6 Unit 4) <b>Measurement &amp; Geometry</b> Units of Measurement (P-6 Unit 3) <b>Number &amp; Algebra</b> Money & Financial Mathematics Investigation (Based on P-6 Unit 4)
SCIENCE	<b>BIOLOGICAL SCIENCES</b>	<b>EARTH and SPACE SCIENCES</b>	<b>PHYSICAL SCIENCES</b>	<b>CHEMICAL SCIENCES</b>
	<b>Matter Matters</b> (C2C Unit 4) 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.	<b>Now you see it</b> (Based on C2C Unit 3) 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.	<b>Survival in the environment</b> (Based on C2C Unit 1) Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment.	<b>Our place in the Solar System</b> (Based on C2C Unit 2) 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.
	<b>Investigating evaporation and explaining States of Matter</b> <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.	<b>Exploring the transfer of light</b> <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	<b>Survival in the Environment</b> <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.	<b>Exploring the solar system</b> <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	<p><b>Eureka!</b> (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?'</p>	<p><b>You Decide</b> (Based on C2C Unit 5) Students explain how people in communities make decisions about the use of resources to meet their needs and wants.</p>	<p><b>People and the Environment</b> (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.</p>	<p><b>Democratic Rules</b> 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</p>
	<p><b>Guided Investigation: Collection of Evidence</b> C2C Unit 3</p>	<p><b>School Based Collection of Evidence</b> Project Based Learning: Paying it Forward</p>	<p><b>Research: Short Answer</b> C2C Unit 1</p>	<p><b>School Based – Collection of Evidence</b> Using Student Leadership and Voting as a Case Study</p>
TECHNOLOGY	<p><b>Data changing our world</b> In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.</p>		<p><b>Design for nature</b> In this unit 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.</p>	
HEALTH AND PHYSICAL EDUCATION	<p><b>HEALTH</b> <b>Healthy habits</b> 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 <b>Assessment</b> <b>Healthy Habits (C2C Unit 2 task)</b></p>		<p><b>HEALTH</b> <b>Growing up</b> 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. <b>Assessment</b> <b>Collection of Evidence</b></p>	
	<p><b>PHYSICAL EDUCATION</b> <b>People in motion (5-6 Band)</b> 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. <b>Assessment</b> <b>Practical Demonstration Observation and Checklist</b></p>		<p><b>PHYSICAL EDUCATION</b> <b>Built for B-Ball</b> 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. <b>Assessment</b> <b>Game Play : Observation and Checklist</b></p>	
THE ARTS	<p><b>MEDIA ARTS</b> <b>Light and Shadow</b> (Based on C2C Media Arts 5-6 Band Unit 1) Students shape time and space to explore representations in media art forms. They will:  <ul style="list-style-type: none"> <li>explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community</li> <li>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</li> <li>present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting</li> <li>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.</li> </ul> </p>		<p><b>VISUAL ARTS</b> <b>The Animal Within</b> (Based on C2C Band 5-6 Visual Arts Unit 1) Students focus on representation of animals as companion, metaphor, totem and predator. They will:  <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view</li> </ul> </p>	
	<p><b>MUSIC</b> <b>Unit 2: Around the World with Music</b> In this unit students perform, compose and respond to music from other cultures. <b>Assessment</b> will gather evidence of the student's ability to:  <ul style="list-style-type: none"> <li>collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas</li> <li>perform music, demonstrating aural skills by singing and playing instruments with accurate pitch, rhythm and expression</li> <li>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.</li> </ul> </p>		<p><b>MUSIC</b> <b>Unit 3: Rhythmic Riot</b> 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. <b>Assessment</b> will gather evidence of the student's ability to:  <ul style="list-style-type: none"> <li>collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas</li> <li>perform music, demonstrating aural skills by singing and playing instruments with accurate pitch, rhythm and expression</li> <li>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.</li> </ul> </p>	