Curriculum Newsletter

<u>Year 5, Term 2</u>

<u>English</u> – Unit 2 'Examining Media Texts'

'Comprehend a Feature Article'

Students are learning to interpret and analyse information from a feature article.

Throughout this unit, students will:

- 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
- Apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts to answer questions relating to a text.

'Multimodal Feature Article'

Students are learning to select information and create a multimodal feature article that presents a particular point of view about an issue.

When creating their feature article, students will learn how to:

- Include both written and visual elements to influence an audience
- Develop and explain a viewpoint, using relevant supportive evidence from texts
- Choose language features and vocabulary to suit the purpose of the text
- Edit their text for cohesive structure and meaning

<u>Maths</u> – Unit 2

In this unit, students will be learning how to:

- Use simple strategies to reason and solve a data inquiry question, 'Do most students prefer nutritious breakfast cereals?'
- Measure and construct angles
- Make connections between three-dimensional objects and their two-dimensional representations
- Describe the symmetry and transformation of two-dimensional shapes
- Identify line and rotational symmetry.
- Solve simple problems including addition, subtraction, multiplication and division
- Order and locate decimals on a number line
- Identify and describe factors and multiples

<u>Science</u> – Unit 2 'Our Place in the Solar System'

In this unit, students will write a report for a magazine about exploring our solar system. Students will describe key features of the solar system including planets and stars. Additionally, students will describe how science knowledge develops from many people's contribution and explain how these scientific developments affected people's lives and solved problems. Students will communicate using multimodal texts containing both scientific language and representations.

<u>HASS</u> – Unit 2 'Managing Australian Communities'

Throughout this unit, students will:

- 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.

<u>Health</u> – Unit 2 '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.

<u>PE</u> - 'Cannonball (Shot Put)'
 Students are learning to perform the specialised movement skills of throwing within the context of the shot put. Throughout this unit, students combine hot put movement concepts in athletic situations to achieve movement outcomes.

<u>Arts</u>
Year 5 students will be creating a drama based on a natural disaster. They will need to shape characters, develop tension and build mood and atmosphere.

<u>Music</u> - *'Going to the Movies'*
Performing and responding to how elements of music are used to communicate meaning in film.

<u>Technologies</u> 'Coding to improve our future'

Students are learning to investigate the main internal components of common digital systems and describe their function. They will design and create a digital solution to solve an ethical problem using visual programming language involving movement, sound or light.

<u>French</u>

 Throughout French this term, students explore the concept of family in French-speaking countries as well as their own. Students will:

- discuss families and family activities that they participate in
- gather and compare information about families in French-speaking countries and Australia
- create a presentation about family through a photo-calendar page