



Learning Update #4

Year 5 Term 4 Teaching and Learning – here's what's happening in class

ENGLISH – ‘Responding to poetry’

Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem.



Year Five English – Assessment

Assessment 1: **Poetry**: *Format: Written task*: Students create a transformation of a narrative poem.

Assessment 2: **Discussion**: *Format: Oral*; Students select and present an analysis of a poem including the devices and figurative language used in a chosen poem.

Assessment 3: **Reading/Viewing/Listening**; *Format: PROBE2 standardised passage*; Students are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.

MATHEMATICS

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands – *Understanding, Fluency, Problem solving* and *Reasoning* students have opportunities to develop understandings of the topics of *Number and place value, Fractions and decimals, Using units of measurement, Chance, and Data representation and interpretation*.

Mathematics – Assessment

Assessment 1: **Applying shape, angle and transformation concepts**; *Short answer questions*; Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation.

Assessment 2: **Monitoring tasks**: Identifying and describing factors and multiples; connecting 3D objects with their 2D representations; and solving simple problems involving the four operations.



SCIENCE – ‘Matter Matters’

Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties.

Science – Assessment

Assessment 1: **Solids, liquids and gases**: *Format: Short answer questions*; Students describe and apply knowledge of the properties of solids, liquids & gases.

Assessment 2: **Investigating evaporation and explaining solids, liquids and gases**: *Format: Experimental Investigation*: Students plan, conduct and evaluate an investigation. They communicate ideas and findings using multimodal texts.

HASS (Humanities and Social Sciences) – ‘Australian communities of the future’

Inquiry question: *How have people enacted their values and perceptions about their community, other people and places, past and present?*

Learning opportunities support students to investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice.



GERMAN – ‘A place called ‘home’’

Students explore the language and cultural practices related to houses in Germany and Australia. They compare and contrast homes and neighbourhoods in Germany and Australia identifying: what might be interesting or advantageous about living in a German home or neighbourhood; what they personally would find difficult to adapt to and reflects on why. Students also take part in Oktoberfest activities.

HPE (Health) – ‘Growing up’

Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.

HPE (Physical Activity) – ‘Over the net’ and ‘Junior lifesaver’

Students will perform specialised tennis skills. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.

In swimming, students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios

THE ARTS (Music) – ‘Going to the movies’

Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.

Students further develop their understanding of the elements of music. They clap & notate rhythmic patterns using 'ta', 'ti ti', 'tika tika', 'tie', 'minim' & 'sa' in more complex patterns & continue to play simple melodic patterns on the recorder.

Technology (Design) – 'Design for Nature – The Bird House' (Term 3)

Students design, make and display a product to meet the given design brief of a bird house for a local wild species. Assessment will gather evidence of the student's ability to conceptualise and communicate design ideas, select appropriate materials and tools to match design brief, plan and sequence production steps, make the product following production steps to meet design, and reflect on and evaluate the effectiveness of their design process and finished product

