



Learning Update #1

Year 5 Term 1 2019 Teaching and Learning – here's what's happening in class

ENGLISH – 'Imaginative Narrative: Relationships and problems in stories'

Students explore a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time in junior and early adolescent novels. Students create an imaginative narrative, which explores themes of interpersonal relationships and ethical dilemmas between two characters in real-world or fantasy settings.



Year Five English – Assessment

Assessment 1: **Reading/Viewing/Listening**; *Format: PROBE2 / PAT-R standardised passage*; Students read a short passage aloud to the teacher and then answer comprehension questions about it.

Assessment 2: **Informative: Presentation**; *Format: Spoken/signed*; Analyse and compare two characters involved in an ethical dilemma.

Assessment 3: **Imaginative: Narrative**; *Format: Written*; Create an imaginative narrative that explores an ethical dilemma between two characters, set in the real world or a fantasy world.

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

Every few weeks: **Pre- and post-tests**; *Short answer questions*; Students complete pre- and post-short answer test on concepts taught.

SCIENCE – 'Survival in the Environment.'

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments.

Science – Assessment

Assessment: **Creating a creature**; *Multimodal presentation*; Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures.

HASS (Humanities and Social Sciences) – 'People and the Environment'

Inquiry question: *How do people and environments influence one another?* Students investigate the characteristics of places in Europe and North America and the location of their major countries in relation to Australia. They explore the human and environmental factors that influence the characteristics of places and the interconnections between people and environments.

GERMAN – 'Animals Adapt.'

Students learn about animals and how they adapt to their particular environment. Students identify various Australian and German animals and categorise them into nocturnal and diurnal animals. They will listen to and engage with a range of texts on various animals. They will identify and describe body parts. Students learn numbers to 100.

HPE (Health) – 'Emotional Interactions & Healthy Habits'

Students understand that relationships are established and maintained by applying emotional management skills. Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure.

HPE (Physical Activity) – 'Fitness Fun & Cross Country.'

Students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing.

THE ARTS (Music) – 'Let's Celebrate, Let's Remember' (until ANZAC Day)

Students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures, including music for special occasions around the world. They sing, play and listen to music. They read and write treble clef notes and play simple melodic patterns on recorder using B, A, G, C and D'.