



Learning Update #2

Year 5 Term 2 2019 Teaching and Learning – here's what's happening in class

<p>ENGLISH – ‘Persuasive texts’</p> <p>Students listen to, read, view, interpret and evaluate a range of informative texts, including various types of media texts, newspapers, film, digital and nonfiction texts.</p> <p>They participate in a group debate and create an informative report using technical and content information about a topic of interest.</p>	<p>Year Five English – Assessment</p> <p>Assessment 2: Informative: Presentation; <i>Format: Spoken/signed;</i> Analyse participate in a small group debate about a given topic (e.g. <i>Should homework be banned?</i>).</p> <p>Assessment 2: Imaginative: Narrative; <i>Format: Written;</i> Students create a feature article using technical and content information about a topic of interest (e.g. <i>Should flying foxes be relocated?</i>).</p> <p>Assessment 3: Reading/Viewing/Listening; <i>Format: PROBE2 / PAT-R standardised passage;</i> Students identified by teachers from classroom observation to have demonstrated significant learning steps are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.</p>
<p>MATHEMATICS</p> <p>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the proficiency strands – <i>Understanding, Fluency, Problem solving and Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Fractions and decimals, Using units of measurement, Chance, and Data representation and interpretation.</i></p>	<p>Mathematics – Assessment</p> <p>Every few weeks: Pre- and post- tests; <i>Short answer questions;</i> Students complete pre- and post-short answer test on concepts taught.</p>
<p>SCIENCE – ‘Our Place in the Solar System’.</p> <p>Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people.</p>	<p>Science – Assessment</p> <p>Assessment: Our Solar System; <i>Short answer questions;</i> Students demonstrate their knowledge of the solar system. They locate information to compare and contrast two planets.</p>
<p>HASS (Humanities and Social Sciences) – ‘People and the Environment’</p> <p>Inquiry question: <i>How do people and environments influence one another?</i></p> <p>Studies continue from Term One.</p>	
<p>GERMAN – ‘Animals and their Habitats’</p> <p>Students will continue to engage with a range of texts with a focus on animals’ habitat, food, their senses and physical features. They continue to work on numbers. Students will continue to work on identifying and describing animals (colour, size, where they come from, what they eat).</p>	
<p>HPE (Health) – ‘Healthy Habits’</p> <p>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.</p> <p>HPE (Physical Activity) – ‘Athletics Spectacle – Sports Day Preparation’</p> <p>Students further develop skills for a range of running and field events, working towards preparing for Sports Day. They practice and make purposeful refinements to athletic skills for field events and running events.</p>	
<p>THE ARTS (Music) – ‘Let’s Celebrate, Let’s Remember’ and ‘Rhythmic Riot’</p> <p>Students explore the songs used in celebrations and commemorations from a range of around the world. 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. Students sing, play and listen to music, reading and writing treble clef notes and play simple melodic patterns on recorder using B, A, G, C and D’.</p>	

