



Learning Update #3

Year 5 Term 3 Teaching and Learning – here's what's happening in class

ENGLISH – 'Exploring narrative through novels and film'

Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. Students create a written comparison of a novel and the film version of the novel.



Year Five English – Assessment

Assessment 1: **Narrative:** *Format: Written;* Students construct a written comparison of the novel and film versions of *Storm Boy*.
Assessment 2: **Narrative:** *Format: Oral presentation;* Students participate in a spoken panel discussion to review the film *Storm Boy*.

Assessment 3: **Reading/Viewing/Listening;** *Format: PROBE2 / PAT-R 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. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.
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 – 'Now you see it.'

Students investigate the properties of light and the formation of shadows.

Science – Assessment

Assessment: **The aMAZEing trick;** *Short answer questions;* Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light.

They discuss 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.

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

Inquiry question: *What is the relationship between environments and my role as a consumer?*

Students investigate familiar personal and community economics and how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.

GERMAN – 'Discovering a new animal'

Students work on a research project identifying an animal that they have discovered. They present this information in booklet form. Students will plan and develop their project independently and organise research details and results logically. They present their findings at a 'Science Conference'.



HPE (Physical Activity) – 'Built for B-ball and N-ball'

Students identify and explain the health-related fitness components used in basketball and netball. They practice and make purposeful refinements to basketball and netball skills, and implement offensive and defensive strategies to achieve outcomes in court-based team ball sports.

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.