

# YEAR 5 LEARNING UPDATE

## TERM 2, 2022

### ENGLISH

#### 'Feature article – persuasive texts'

We listen to, read, view, interpret and evaluate a range of informative texts, including various types of [media texts](#), newspapers, film, [digital and nonfiction texts](#).

We participate in a group debate and create an informative report using technical and content information about a topic of interest.

#### Assessment

Assessment 1: Written task – Create a feature article that evaluates the persuasive features of an informative text.

Assessment 2: Speaking – We participate in a small group debate about a given topic (eg. *Should homework be banned?*).

### MATHEMATICS

We start the term by solving problems requiring the addition and subtraction of fractions and decimals.

Later in the term we work with shapes, connecting 3D shapes with their nets, and exploring the properties of angles using degrees.

#### Assessment

Student portfolio of work, including pre and post-test assessments to measure individual student needs and personal improvement.

### SCIENCE

#### 'Our place in the solar system'

We describe the key features of our solar system including planets and stars. We 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.

#### Assessment

*Short answer questions;* We demonstrate our knowledge of the solar system. We locate information to compare and contrast two planets.

### HASS (Humanities and Social Sciences)

#### 'Managing Australian communities'

We unpack the question "How can the impacts of environmental events on Australian communities be managed?"

We identify how legal and environmental issues in Australian communities can be managed.

### GERMAN

#### 'Animals and their Habitats'

We continue to engage with a range of texts with a focus on animals' habitat, food, their senses and physical features. We work on identifying and describing animals, their colour, size, where they come from, and what they eat. We also continue to work on counting and number names.

### HPE - Health & Physical Education

#### 'Athletics Spectacle – Sports Day Preparation'

Students further develop skills for a range of running and field events, working towards preparing for Sports Day. We practice and make purposeful refinements to athletic skills for field events and running events.

#### The Resilience Project

[The Resilience Project](#) delivers emotionally engaging programs and provides evidence-based, practical strategies to build resilience.

The curriculum is evidence-based and mapped to the [Australian Curriculum](#), focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. We participate in weekly lessons with our class teachers. We participate in weekly lessons with our class teachers, and parents can [follow up at home](#).

### THE ARTS – Music

#### 'Let's Celebrate, Let's Remember' (until ANZAC Day), then 'Rhythmic Riot'

We explore the songs used in celebrations and commemorations from a range of around the world. We then explore the concept of *ostinato* – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.

### SUSTAINABILITY – Be Green

The Year 5 student sustainability projects for the year take place in the Forestry, where we fulfil our roles as 'Forestry Rangers'. This includes weed identification, and working to support the survival of the species that we want living in the area.

