

YEAR 5 LEARNING UPDATE

TERM 4, 2021

ENGLISH

'Responding to Poetry'

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

Assessment

Assessment 1: Written task: create a transformation of a narrative poem.

Assessment 2: Discussion – select and present an analysis of a poem including the devices and figurative language used in a chosen poem.

Assessment 3: Reading Comprehension

MATHEMATICS

We create simple financial plans, use grid reference systems to describe locations and complete transformations. Later, we solve multiplication and division problems, and calculate perimeter and area using familiar metric units.

Assessment

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

SCIENCE

'Matter matters'

We broaden our classification of matter to include gases, and begin to see how matter structures the world around us. We understand that solids, liquids and gases have some shared and some distinct observable properties.

Assessment

Assessment 1: Students describe and apply knowledge of the properties of solids, liquids & gases.

Assessment 2: Students plan, conduct and evaluate an investigation explaining solids, liquids and gases. They communicate ideas and findings using multimodal texts.

HASS (Humanities and Social Sciences)

'Participating in Australian communities'

We unpack the question *"How have people enacted their values and perceptions about their community, other people and places, past and present?"*

We 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'

We explore the language and cultural practices related to houses in Germany and Australia. We 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 we personally would find difficult to adapt to, and reflect on why. We also take part in Oktoberfest activities.

Health & Physical Education

'Over the net' and 'Junior lifesaver'

We perform specialised tennis skills, and demonstrate fair play and skills to work collaboratively during tennis activities and games.

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

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 Framework: focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. Students participate in weekly lessons with our class teachers, and parents can [follow up at home](#).

THE ARTS – Music

'Going to the Movies'

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

SUSTAINABILITY – Be Green

The Year 5 student sustainability projects for the year take place in the Forestry, fulfilling 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.

Technologies - Design

'Designing a legacy item'

Students develop a process for making or maintaining a legacy item to gift to future students and community at Bald Hills State School.

