

YEAR 5 LEARNING UPDATE - TERM 1, 2024

ENGLISH

'Fantasy Narratives'

We explore a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time in novels. We create an imaginative narrative, exploring ethical dilemmas between two characters in real-world or fantasy settings.

Assessment

Assessment 1: Written task – Imaginative Narrative.

Assessment 2: Reading Comprehension

MATHEMATICS

We start the year working with numbers and place value, investigating and learning about factors and multiples. Then we move on to making calculations involving multiplication and division.

Later in the term we work with measurement, learning about and working with time. We revise reading, writing and making times on analogue and digital clocks & calculating elapsed time. Next, we learn about 24-hour time, reading times and converting between 12-hour and 24-hour times.

We work with data sets, posing questions, collecting data and creating data displays.

Assessment

Student portfolio of work, including short-answer tests and work samples assessments to measure individual student needs and personal improvement.

SCIENCE

'Survival in the Environment'

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

Assessment

Creating a creature – we 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'

We explore the following inquiry question: *How do people and environments influence one another?*

We investigate specific features of four continents (Africa, South America, North America & Europe).

We explore the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place. We investigate the influence of people on the environmental characteristics of Australian places. We learn about the use and management of natural resources & sustainability.

Assessment:

Investigation – Characteristics of places & using evidence to draw conclusion and present a personal preference for a place to live in Europe or North America.

GERMAN

'Meeting New People'

We start by learning some interesting things about Germany and its culture. We revise how to greet people, introduce ourselves and ask others their name. We also learn to express how we are feeling. We learn to count to 100 and describe our birthdays in German Language. We discuss where we live, favourite colours and how to describe ourselves (hair colour, eye colour and age) and our interests.

Assessment

'Introducing Me' Task & Speaking Assessment

HEALTH & PHYSICAL EDUCATION

'Fitness Fun' & Cross Country

We explore the health-related fitness components of a range of physical activities, and how they relate to endurance running.

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

'Music Around the World'

We explore a variety of music from around the world by listening, playing and singing. Students will learn to be open minded and reflect on the similarities and differences of the music from different countries, including traditional songs and modern music. Students will also practice notating their own composition influenced by music they've listened to or played.

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SUSTAINABILITY

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.

