

YEAR 5 LEARNING UPDATE TERM 2, 2021

ENGLISH

'Feature article – persuasive texts'

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

Assessment

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

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

Assessment 3: Reading Comprehension

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'

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.

Assessment

Short answer questions; Students demonstrate their knowledge of the solar system. They locate information to compare and contrast two planets.

HASS (Humanities and Social Sciences)

'Managing Australian communities'

In this unit we unpack the question "*How can the impacts of environmental events on Australian communities be managed?*"

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

GERMAN

'Animals and their Habitats'

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

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 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

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

Students explore the songs used in celebrations and commemorations from a range of around the world. We explore 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 playing simple melodic patterns on recorder using B, A, G, C and D'.

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.

