

# YEAR 5 LEARNING UPDATE

## TERM 3, 2021

### ENGLISH

‘Exploring narrative through novels and film’

We listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. We demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension.

We then write a comparison of a novel and the film version of the novel.

Assessment

Assessment 1: Written task – construct a written comparison of the novel and film versions of *Storm Boy*

Assessment 2: Speaking – participate in a spoken panel discussion to review the film *Storm Boy*

Assessment 3: Reading Comprehension

### MATHEMATICS

We start the term by solving problems requiring estimation and rounding, and involving money challenges. We then work with fractions to find unknown patterns and quantities in problems.

Later in the term we solve measurement problems for length, area, volume, capacity, and mass. We also explore probabilities and outcomes in chance experiments.

Assessment

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

### SCIENCE

‘Now you see it’

We investigate the properties of light and the formation of shadows by constructing a model of a maze using a template, and then transmitting light through the maze using mirrors.

Assessment

Students submit a written brief explaining how and why their experiment did or did not work.

### HASS (Humanities and Social Sciences)

‘Australian communities – their past, present and possible futures’

In this unit we unpack the question “*How have individuals and groups in our colonial past contributed to the development of Australia?*”

We investigate the reasons for establishing secondary colonies in Australia after 1800, changes to the environment, and the impact of this on First Nations peoples.

### GERMAN

‘Project: Discovering a new animal’

We work on a research project identifying an animal that we have discovered and present this information in booklet form. We plan and develop our project independently and organise research details and results logically. We present our findings at a ‘Science Conference’.

### Health & Physical Education

‘Built for B-ball and N-ball’

We identify and explain the health-related fitness components used in basketball and netball. We implement offensive and defensive strategies to achieve outcomes in court-based team ball sports.

### 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 music and respond to music exploring pieces that tell a story, and appears in film.

Visual Arts – ‘Drawing from nature’

We make the most of our Forestry Area by making focused observations and drawing in response to what we see.

### 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.

