



**KENMORE SOUTH
STATE SCHOOL**
Year 5 Overview Term 3

	Unit Overview	Assessment
ENGLISH	<p>Appreciating and responding to poetry In this unit, students listen to, read and view a range of poetry, including, anthems, odes and narrative poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects. Students will create a transformation of narrative poem to a digital multimodal narrative</p>	<p>Appreciating poetry <i>Poetry analysis</i> Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.</p> <p>Responding to poetry <i>Digital multimodal narrative</i> Students create a digital multimodal transformation of a narrative poem.</p>
MATHS	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value - round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one-digit and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, add and subtract using mental and written strategies including the right-to-left strategy, multiply whole numbers and divide by a one-digit whole number with and without remainders. • Fractions and decimals - make connections between fractions and decimals, compare and order decimals. • Money and financial mathematics - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Patterns and algebra - create, continue and identify the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division. • Chance - list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments. • Location and transformation - explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes. 	<p>Continuing patterns <i>Short answer questions</i> Students continue patterns by adding and subtracting fractions and decimals.</p> <p>Calculating with money and numbers <i>Short answer questions</i> Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p> <p>Describing chance and probability Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</p>
SCIENCE	<p>Matter matters Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.</p>	<p>Investigating evaporation and explaining solids, liquids and gases <i>Experimental Investigation</i> Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>
HASS	<p>Communities in colonial Australia (1800s) In this unit, students:</p> <ul style="list-style-type: none"> • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines. 	<p>Communities in colonial Australia (1800s) Students conduct an inquiry to answer the inquiry question, How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?</p>
HPE	<p>Emotional interactions Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.</p>	<p>Emotional responses and positive interactions Recognise the influence of emotions on behaviours and discuss factors that influence how people interact.</p>
MUSIC	<p>Going to the movies In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film. Students will:</p> <ul style="list-style-type: none"> • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films, for example driving the action, setting the scene and mood and portraying characters • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films • rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience • explain how the elements of music communicate meaning by comparing music from a variety of segments of film. 	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain how the elements of music are used to communicate meaning when they listen to, compose and perform music for stage and screen • describe how their making of music for stage and screen is influenced by music and performances from different cultures, times and places • use rhythm, pitch and form symbols and terminology to compose and perform music for stage and screen • sing and play music for stage and screen that encompasses different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.