

Term 3 Curriculum Overview

Year 5

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 July 15	Fractions Data and Statistics	Comprehension Text Structure and Language Features Literature and Author Study	Word Choice Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling	<p style="text-align: center;"><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: Inclusion Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Welcoming others ● Cooperate ● Support others ● Be an upstander ● Celebrating Strengths and differences <p style="text-align: center;"><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 6: Help Seeking</p> <p>Topic 7: Gender and Identity</p> <p>Topic 8: Positive Gender Relations</p>	<p style="text-align: center;"><i>Enduring Understanding:</i></p> <p style="text-align: center;"><i>Society uses different types of resources to satisfy the needs and wants of present and future generations.</i></p> <p>I can describe the difference between needs and wants and explain why choices need to be made. (VCEBR001)</p> <p>I can identify influences on consumer choices. (VCEBC004)</p> <p>I can identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services. (VCEBB006)</p> <p>I can explore the nature and meaning of work and why individuals choose to participate in work. (VCEBW007)</p> <p>I can explain the importance of enterprising behaviours. (VCEBN009)</p> <p>I can make decisions and identify appropriate actions concerning an economics or business issue. (VCEBE010)</p>
Week 2 July 22	Place Value: Decimals	Comprehension Text Structure and Language Features Literature and Author Study	Word Choice Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 3 July 29	Place Value: Decimals Number Patterns: Decimals Mapping Data and Statistics	Comprehension Text Structure and Language Features Literature and Author Study	Word Choice Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 4 August 5	Place Value: Decimals Mapping	Comprehension Text Structure and Language Features Literature and Author Study	Word Choice Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 5 August 12	Place Value: Decimals Mapping Data and Statistics	Comprehension Text Structure and Language Features Literature and Author Study	Word Choice Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 6 August 19	Money	Comprehension Text Structure and Language Features Literature and Author Study	Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 7 August 26	Money Time Chance and Probability	Comprehension Text Structure and Language Features Literature and Author Study	Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 8 September 2	Money Time	Comprehension Text Structure and Language Features Literature and Author Study	Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 9	Unknown Quantities Time	Comprehension Text Structure and Language	Sentence Fluency Voice		

September 9	Data and Statistics	Features Literature and Author Study	Conventions: Grammar and Punctuation Conventions: Spelling		
Week 10 September 16	Unknown Quantities Time	Comprehension Text Structure and Language Features Literature and Author Study	Sentence Fluency Voice Conventions: Grammar and Punctuation Conventions: Spelling		

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 3 Curriculum Overview: Mathematics

Year 5

	Essential Learning	Learning Targets
Week: 1	<p>Fractions: Students order, represent, and locate fractions on a numberline, adding and subtracting fractions with the same denominator.</p>	<ul style="list-style-type: none"> → I can add and subtract fractions with the same denominator, resulting in fractions up to one → I can compare and order unit fractions → I can locate and represent unit fractions on a number line, including 1/6 and 1/10
Week: 1, 3, 5, 9	<p>Data and Statistics: Students gather data, construct displays, and compare data sets.</p>	<ul style="list-style-type: none"> → I can compare and interpret different data sets in order to make informed decisions → I can construct displays, including dot plots, appropriate for the data type → I can pose questions and collect numerical data by observation or survey → I can explain the difference between categorical and numerical data
Week: 2 - 5	<p>Place Value (Decimals): Students can read and represent decimals to the thousandths, locating and ordering them on a number line.</p>	<ul style="list-style-type: none"> → I can make connections between the fraction and decimal representations of thousandths → I can compare and order decimals between 0 and 1, up to 3 decimal places. → I can locate decimal numbers between 0 and 1 on a number line, up to 3 decimal places → I can represent decimal numbers to thousandths, using a variety of models → I can read and write decimal numbers to thousandths
Week: 3	<p>Number Patterns: Decimals: Students can follow mathematical algorithms and continue and create number patterns involving fractions and decimals using addition and subtraction.</p>	<ul style="list-style-type: none"> → I can find unknown terms in patterns or equations → I can continue and create number patterns by adding and subtracting fractions, and describe the resulting patterns → I can continue and create number patterns by adding and subtracting decimals, and describe the resulting patterns → I can continue and create number patterns by adding and subtracting whole numbers (beyond single digits), and describe the resulting patterns
Week: 3 - 5	<p>Mapping: Students use a grid reference system to describe locations.</p>	<ul style="list-style-type: none"> → I can describe routes on a map using landmarks and directional language → I can use a grid reference system to describe locations → I can create a map that includes a grid reference system, scale, legend, compass rose
Week: 7	<p>Chance and Probability: Students list outcomes of chance experiments and assign probabilities.</p>	<ul style="list-style-type: none"> → I can make informed predictions about the outcomes of chance experiments → I can list outcomes of chance experiments and describe the probability of each event occurring using fractions → I can represent probabilities using fractions → I can explain that probabilities using a number between 0 and 1 → I understand that the likelihood of an event happening can be given a numerical value (probability)
Week: 6 - 8	<p>Money: Students create plans for simple budgets.</p>	<ul style="list-style-type: none"> → I can identify key components of a receipt (itemisation, GST, totals) → I can explain my purchasing choices when operating within a budget → I can stay within a given budget when purchasing multiple items (can be either additive or subtractive) → I can create a simple financial plan that requires a budget → I can calculate the total price of multiple items
Week: 7 - 10	<p>Time: Students convert between 12 and 24-hour time.</p>	<ul style="list-style-type: none"> → I can convert between 12-hour and 24-hour times → I can read 24-hour times on a digital clock → I can compare and connect 12-hour and 24-hour time systems, using my understanding of am and pm notation

Week: 9 - 10

Unknown Quantities:
Students find unknown quantities in number sentences using all four operations.

- I can use equivalent number sentences involving addition and subtraction to find an unknown
- I can use addition and subtraction to solve problems involving unknown quantities
- I can use equivalent number sentences involving multiplication to find an unknown quantity
- I can use equivalent number sentences involving division to find an unknown quantity

Term 3 Curriculum Overview: Reading & Viewing

Year 5

	Essential Learning	Learning Targets
Week 1 - 10	<p style="text-align: center;">Comprehension: I can use a variety of strategies to interpret, analyse and evaluate information and structural features from a variety of texts.</p>	<ul style="list-style-type: none"> → Analyse information <ul style="list-style-type: none"> ◆ Predict ◆ Summarise ◆ Analyse ◆ Critique ◆ Infer → Integrate and link ideas from a variety of texts <ul style="list-style-type: none"> ◆ Make connections ◆ Synthesise ◆ Use Information ◆ Infer → Interpret structural features <ul style="list-style-type: none"> ◆ Identify and explain structural features such as: headings, chapters, headings, subheadings, table of contents etc. ◆ I can apply text processing strategies (such as monitoring meaning, skimming and scanning) to ensure my reading sounds right and makes sense
Week 1 - 10	<p style="text-align: center;">Text Structure and Language Features: I can identify and explain a text's structure and language features.</p>	<ul style="list-style-type: none"> → Understand how texts vary in purpose, structure and topic → Understand how texts vary in degree of formality → Explain how the organisation of texts (into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic) can be used to predict content and assist navigation → Show how ideas and points of view in texts are conveyed through the use of vocabulary → Analyse how the text structures and language features used in: <ul style="list-style-type: none"> ◆ Imaginative texts ◆ Informative texts ◆ Persuasive texts are used to meet the purpose of the text.
Week 1 - 10	<p style="text-align: center;">Literature and Author Study: I can describe how authors depict elements of their texts, including how language features influence interpretations, and explain my own responses.</p>	<ul style="list-style-type: none"> → Identify parts of fictional texts that relate to or reference: <ul style="list-style-type: none"> ◆ Particular cultures or are of cultural significance ◆ Historical moments, events or figures ◆ Social conventions, norms or contexts → Examine fictional texts, and identify: <ul style="list-style-type: none"> ◆ Different viewpoints about the same event, setting or character ◆ How the author has portrayed different viewpoints ◆ How different interpretations about the same person or event may occur → Explain my understanding of the above points in a written or verbal response (citing specific examples and evidence from the text)

Term 3 Curriculum Overview: Writing

Year 5

	Essential Learning	Learning Targets
Week 1 - 5	<p style="text-align: center;">Word Choice</p> <p>The specific vocabulary the writer uses to convey meaning and enlighten the reader</p>	<ul style="list-style-type: none"> → I can deliberately use more specific vocabulary and technical terms in order to express greater precision of meaning (e.g. slice, dice, fillet, segment, adapt, survive) → I am beginning to use vocabulary to add authority to my writing and persuade and position the reader → I am beginning to use more sophisticated words to compare and express cause and effect (e.g. compare: alternatively, whereas; Cause and effect: therefore, subsequently, thus) → I am beginning to use vivid and less predictable vocabulary to affect the reader (e.g. stroll, prowl for walk; puns for humour; characterisation – howls, was trembling; and expressing causality – results in) → I am beginning to use more sophisticated figurative language devices such as personification and metaphor (e.g. the fairy lights danced along the street) in order to create imagery → I can expand and elaborate on noun and adjective groups, and combine them when appropriate, to build fuller description
Week 1-10	<p style="text-align: center;">Sentence Fluency</p> <p>The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p>	<ul style="list-style-type: none"> → I am beginning to range of sentence structures, including correctly structured complex sentences (grammatical correctness) → I am beginning to use subordinating conjunctions (eg: even though) in my complex sentences
Week 1- 10	<p style="text-align: center;">Voice</p> <p>The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.</p>	<ul style="list-style-type: none"> → I can create texts for a range of different purposes and audiences → I can select or discard text structures, language features, images and sounds according to my purpose and audience → I can develop and explain a point of view about a text, showing a strong commitment to the topic; demonstrating why my reader needs to know about the topic or why they should care → I can create narrative/imaginative writing pieces that are honest, personal and engaging; that make the reader think about and react to my ideas and point of view. → I can establish a consistent tone within my writing that adds interest to the message and is appropriate for the purpose and audience → I clearly reveal who I am throughout my writing; my reader can sense the person behind the words and can connect/interact me as the author
Week 1 - 10	<p style="text-align: center;">Conventions - Grammar and Punctuation:</p> <p>When writing, students demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>	<ul style="list-style-type: none"> → I consistently punctuate headings correctly, following the conventions of capital letter usage. → I use all simple punctuation correctly and am beginning to experiment with some complex punctuation, such as: Semi-colons, colons, brackets (see punctuation progression) → I am beginning to use commas to separate clauses. → I am beginning to use apostrophes for plural possessives → I can consistently use apostrophes for regular single possessives → I can consistently identify and use quotation marks to signal dialogue, titles and quoted (direct) speech and am beginning to punctuate more complex dialogue correctly
Week 1 - 10	<p style="text-align: center;">Conventions - Spelling:</p> <p>When writing, students demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> → I can explain how words are spelt using a combination of strategies and knowledge (including: morphemic, visual, phonological, etymological and orthographic knowledge.) → I can correctly spell irregular plurals (mice) → I can correctly spell words with less common silent letters (e.g. subtle, pneumonia) → I can correctly spell words that share the same letter pattern but have different pronunciations (the 'ou' in journey, your, tour and sour)

