

Term 4 Curriculum Overview

Year 5

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 <i>October 7</i>	Unknown Quantities Measurement Mapping	<i>Comprehension</i> <i>Decoding and Word Solving</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling	<p style="text-align: center;">SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</p> <p>Value focus: Respect Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be courteous ● Be fair ● Take care of the environment ● Take care of self and others ● Take care of equipment ● Revision <p style="text-align: center;">RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</p> <p><i>Topic 8: Positive gender-relations</i></p>	<p style="text-align: center;">Enduring Understanding: <i>Design and digital technologies contribute to meeting present and future needs.</i></p> <p>I can investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use. (VCDSTS033)</p> <p>I can develop project plans that include consideration of resources when making designed solutions. (VCDSCD042)</p> <p>I can examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data. (VCDTDS026)</p> <p>I can examine how whole numbers are used as the basis for representing all types of data in digital systems. (VCDTDI027)</p> <p>I can design, modify and follow simple algorithms represented diagrammatically and in English. (VCDTCD032)</p>
Week 2 <i>October 14</i>	Unknown Quantities Measurement Mapping	<i>Comprehension</i> <i>Decoding and Word Solving</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling		
Week 3 <i>October 21</i>	Measurement Mapping Revision - TBC	<i>Comprehension</i> <i>Decoding and Word Solving</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling		
Week 4 <i>October 28</i>	Camp	Camp	Camp		
Week 5 <i>November 4</i>	Revision - TBC	<i>Comprehension</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling		
Week 6 <i>November 11</i>	Transformations & Symmetry Revision - TBC	<i>Comprehension</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling		
Week 7 <i>November 18</i>	Transformations & Symmetry Revision - TBC	<i>Comprehension</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling		
Week 8 <i>November 25</i>	<p><i>Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.</i></p>	<i>Comprehension</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling		
Week 9 <i>December 2</i>		<i>Comprehension</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling		
Week 10 <i>December 9</i>		<i>Comprehension</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & Punctuation Conventions: Spelling		
Week 11 <i>December 16</i>		<i>Comprehension</i> <i>Text Structure and Language Features</i>	Presentation Organisation Conventions: Grammar & 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 4 Curriculum Overview: Mathematics

Year 5

	Essential Learning	Learning Targets
Week: 1-2	<p>Unknown Quantities: Students find unknown quantities in number sentences using all four operations.</p>	<ul style="list-style-type: none"> → 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
Week: 1-3	<p>Measurement: Students use appropriate units to calculate measurement including length, area, volume, and capacity.</p>	<ul style="list-style-type: none"> → I can choose an appropriate formal unit to measure length, area, volume, capacity and mass. → I can calculate the volume and capacity of rectangular prisms using centimetre cubes. → I can calculate the area of a rectangle using formal means. → I can calculate the perimeter of a rectangle. → I can explain the attribute of perimeter as the distance around a shape or object.
Week: 1-3	<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: 6-7	<p>Transformations and Symmetry: Students identify and describe transformations and symmetry of two-dimensional shapes.</p>	<ul style="list-style-type: none"> → I can identify rotational symmetry of 2D shapes. → I can identify line symmetry within 2D shapes. → I can describe translations, reflections, and rotations of 2D shapes. → I can enlarge familiar 2D shapes and compare the properties of the enlarged shape with the original shape.

Term 4 Curriculum Overview: Reading

Year 5

	Essential Learning	Learning Targets
<p style="text-align: center;">Week: 1-11</p>	<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
<p style="text-align: center;">Week: 1-3</p>	<p style="text-align: center;">Decoding and Word Solving: I can use a range of strategies, including word parts, syllables and spelling patterns, to decode and spell new words.</p>	<ul style="list-style-type: none"> → Use banks of known words to decode and clarify words. → Use syllabification to decode and clarify words. → Use spelling patterns to decode and clarify words. → Use word origins to decode and clarify words. → Use base words to decode and clarify words. → Understand how prefixes and suffixes can help to decode and clarify words.
<p style="text-align: center;">Week: 1-11</p>	<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.

Term 4 Curriculum Overview: Writing

Year 5

	Essential Learning	Learning Targets
Week: 1-11	<p style="text-align: center;">Presentation: The physical appearance of the piece.</p>	<ul style="list-style-type: none"> → I use handwriting efficiently in both formal and informal situations. → I am developing my own handwriting style that is legible and becoming fluent. → I consistently show control and consideration over how I select, and where I place visual, audio and print elements. → I demonstrate automaticity when using keyboarding and screen functions on my device.
Week: 1-11	<p style="text-align: center;">Organisation The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> → I can reread and edit my writing to improve the way in which its organisation and structure supports my reader → I can organise information, arguments or events into a sequence with a natural conclusion → I consistently include structural features that are appropriate to the type of text or task → I consistently use well-structured paragraphs with topic sentences, to support my reader → I consistently use cohesive devices appropriate to the type of text or task; ie: to link ideas within a text, link arguments, or signpost sections of a text.
Week: 1-11	<p style="text-align: center;">Conventions - Grammar and Punctuation: 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: 1-11	<p style="text-align: center;">Conventions - Spelling: 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)