

Term 4 Curriculum Overview

Year 5

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 Oct 6	Financial Maths	Comprehension	Major Focus: Voice Major Focus: Presentation Minor Focus: - Ideas, - Organisation, - Conventions: - Word Choice - Conventions: Spelling - Voice, - Presentation. - Word Choice	Resilience, Rights, Respectful Relationships (RRRR) Topic 8: Positive gender-relations	Biological Science & Earth and Space Sciences: The Earth is part of a system of planets orbiting around a star. Living things adapt to environmental changes.
Week 2 Oct 13	Financial maths Multiplicative Thinking				
Week 3 Oct 20	Multiplicative Thinking Location and Transformation				
Week 4 Oct 27					
Week 5 Nov 3	Multiplicative Thinking Shape & Geometric Reasoning	The focus of Learning Cycles for these weeks will be established by the Collaborative Teaching Team in alignment with student needs. As all core learning cycles will have been completed, subsequent planning will be data-driven and responsive to student progress.			
Week 6 Nov 10					
Week 7 Nov 17	Multiplicative Thinking				
Week 8 Nov 24	The focus of Learning Cycles for these weeks will be established by the Collaborative Teaching Team in alignment with student needs. As all core learning cycles will have been completed, subsequent planning will be data-driven and responsive to student progress.				
Week 9 Dec 1					
Week 10 Dec 8					
Week 11 Dec 15					

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	Financial Maths	→ I can determine whether rounding up or down will result in the most accurate estimation, when considering how much money is required for a purchase → I can explain the cumulative effect of individually rounding up every item in a purchasing list → I can research costs and expenses for an upcoming event or expenditure and develop a budget for an upcoming event → I can use a spreadsheet to represent a budget: tabulating data and to calculate totals
Week: 2 - 7	Multiplicative Thinking	→ I can express a natural number as a product of factors → I can explain the difference between multiples and divisors (factors) → I can use my knowledge of multiples and divisibility tests to determine whether a number is divisible by another → I can identify the lowest common multiple and highest common factor of a pair of numbers → I can choose the most appropriate and efficient operation when solving a practical problem → I can determine whether an exact or approximate solution is required when solving a contextual problem and justify this → I can check the reasonableness of my calculations using estimation → I can use partitioning to solve multiplication problems involving larger numbers (ie: 3+digit x 2 digit) → I can explore the connection between the partitioning strategy and algorithm → I can use the algorithm to solve multiplication problems involving larger numbers → I can solve division problems mentally, by recalling and using known facts - including where there is a remainder → I can explore using the short division algorithm when solving division problems → I can interpret any remainder, using context, and appropriately express the result as whole number, fraction or decimal
Week: 3 - 6	Shape & Geometric Reasoning	→ I can connect a 3D object to their net → I can construct nets

Term 4 Curriculum Overview: Reading

Year 5

	Essential Learning	Learning Targets
Week: 1 - 11	Comprehension	→ I can use a range of comprehension strategies to evaluate information and ideas to build literal and inferred meanings. → I can describe how the sequence of still and moving images and the use of sound in texts affect meaning → I can identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature → I can explain the characteristic features used to meet the purpose and audience in different types of texts. → I can identify a point of view in a literary text and explain how it may influence a reader's interpretation and response to plots, characters and events

Term 4 Curriculum Overview: Writing

Year 5

	Essential Learning	Learning Targets
Week: 1 - 11	Voice	→ 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 - 11	Presentation	→ I can maintain legible and fluent handwriting for sustained periods → I can support my ideas by effectively including a range of multi-modal elements