Term 1 Curriculum Overview
Year 5

	Mathematics	Reading	Writing	Concept
Week 1 *Jan 31*	**First 15 Days of Mathematics** *Lesson Structures, Problem Solving, Warm Ups, Number Talks*	**First 15 Days of Reading** *Class Library, Choosing a Just Right Book, Independent Reading, Comprehension Strategies, Word Morphology, Fluency*	**First 15 Days of Writing** *Lesson Structure, Writers' Notebook, Writing Traits Exploration*	**Humanities: Civics and Citizenship. Government and Democracy.** I can describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system. (VCCCG009) I can identify and discuss the key features of the Australian electoral process and where it originated from. (VCCCG010) I can identify different points of view on a contemporary issue relating to democracy and citizenship and understand how different groups of people work together to bring about change. (VCCCC015)
Week 2 *Feb 5*				
Week 3 *Feb 12*				
Week 4 *Feb 19*	**Place Value (Whole Number)** **Place Value (Decimals)**	**Comprehension** **Text Structure and Language Features**	**Ideas** **Organisation**	
Week 5 *Feb 26*	**Place Value (Whole Number)** **Place Value (Decimals)** **Measurement**	**Comprehension** **Text Structure and Language Features**	**Ideas** **Organisation**	
Week 6 *Mar 4*	**Place Value (Whole Number)** **Place Value (Decimals)** **Measurement**	**Comprehension** **Text Structure and Language Features**	**Ideas** **Organisation**	
Week 7 *Mar 11*	**Four Operations: Addition/Subtraction** **Angles** **Shape** **Measurement**	**Comprehension** **Text Structure and Language Features**	**Ideas** **Organisation**	
Week 8 *Mar 18*	**Four Operations: Addition/Subtraction** **Number Patterns**	**Comprehension** **Text Structure and Language Features**	**Ideas** **Organisation**	
Week 9 *Mar 25*	**Four Operations: Addition/Subtraction** **Number Patterns**	**Comprehension** **Text Structure and Language Features**	**Ideas** **Organisation**	

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 1 Curriculum Overview: Mathematics

Year 5

	Essential Learning	Learning Targets
Week 4-6	**Place Value (Whole Number):** Students read, represent, partition and round whole numbers, recognising place value up to millions.	➔ I can round numbers to the nearest 100 or 1000 ➔ I can partition and rename/regroup numbers up to 1 000 000 ➔ I can compare and order numbers to 1 000 000 ➔ I can read and represent numbers up to 1 000 000
	Place Value (Decimals): Students read and represent decimals to the thousandths, locating and ordering them on a number line.	➔ 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 5-7	**Measurement:** Students use appropriate units to calculate measurement including length, area, volume, and capacity.	➔ 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 7-9	**Four Operations:** Students use efficient strategies to solve problems that involve all four operations.	➔ I can use estimation to check the reasonableness of answers ➔ I can use estimation to make a reasonable prediction ➔ I can use a range of efficient strategies to solve contextual problems involving division, representing remainders as whole numbers ➔ I can use a range of efficient strategies to solve contextual problems involving multiplication ➔ I can identify and describe factors and multiples of whole numbers ➔ I can use a range of efficient strategies to solve contextual problems involving subtraction ➔ I can use a range of efficient strategies to solve contextual problems involving addition ➔ I can determine whether a contextual problem requires addition, subtraction, multiplication or division
Week 7	**Angles:** Students estimate, measure, and construct angles.	➔ I can use a protractor and digital technologies to accurately construct angles ➔ I can compare angles using degrees ➔ I can use a 360° protractor to accurately measure angles in degrees ➔ I can use a 180° protractor to accurately measure angles in degrees ➔ I can use my knowledge of right angles to estimate the size of other angles ➔ I can link the names of different angles to known degree benchmarks ➔ I can identify the arms and vertex of an angle
Week 7	**Shape:** Students connect three-dimensional objects with two-dimensional representations.	➔ I can connect 3D objects to their net and other 2D representations ➔ I can describe the features of a range of prisms and pyramids ➔ I can explain what a net is

Week 8-9	**Number Patterns:** Students follow mathematical algorithms and continue and create number patterns involving fractions and decimals using addition and subtraction.	➔ 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

Term 1 Curriculum Overview: Reading

Year 5

	Essential Learning	Learning Targets

Week 1-9	**Comprehension**
	I can use a variety of strategies to interpret, analyse and evaluate information and structural features from a variety of texts.
		With an at level text I can:
		
		➔ Analyse information
		  ◆ Predict
		  ◆ Summarise
		  ◆ Analyse
		  ◆ Critique
		  ◆ Infer
		
		➔ Integrate and link ideas from a variety of texts
		  ◆ Make connections
		  ◆ Synthesise
		  ◆ Use Information (apply knowledge)
		  ◆ Infer
		
		➔ Interpret structural features
		  ◆ 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 sens

Week 1-9	**Text Structure and Language Features**
	I can identify and explain a text's structure and language features
		I can:
		➔ 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:
		  ◆ Imaginative texts
		  ◆ Informative texts
		  ◆ Persuasive texts
		  are used to meet the purpose of the text

Term 1 Curriculum Overview: Writing

Year 5

	Essential Learning	Learning Targets
Week 4-9	**Ideas** The piece's content – its central message and details that support that message.	➔ I can write to inform, entertain and persuade, for a range of audiences and purposes ➔ I am **beginning t**o develop my ideas by using details, examples, and by drawing upon research, when writing to inform ➔ I am **beginning** to include two or more **clearly elaborated** arguments to support my position, when writing to persuade ➔ I am **beginning** to develop ideas that support a less common underlying theme, when writing to entertain ➔ I can create both realistic and fantasy settings, when writing to entertain ➔ I can extend my ideas by selecting and effectively using a range of language features
Week 4-9	**Organisation** The internal structure of the piece – the thread of logic, the pattern of meaning.	➔ I can reread and edit my writing to improve the way in which its organisation and structure supports my reader ➔ I am **beginning** to use cohesive devices to alert the reader about **how the text is unfolding ,** to link ideas **across** a text, and to express **cause and effect** ➔ I am **beginning** to orientate the reader to the purpose and content of my text. ➔ I can select structural elements to suit the purpose of my writing ➔ I am **beginning** to write cohesive paragraphs that develop one main idea in depth