

## Term 2 Curriculum Overview

Year 5

	Mathematics	Reading	Writing	Concept
<b>Week 1</b> Apr 24	<b>Four Operations</b> <b>Chance &amp; Probability</b>	<b>Comprehension</b> <b>Literature and Author Study</b> <b>Text Structure and Language Features</b>	<b>Organisation</b>	<p style="text-align: center;"><b>Concept:</b> <u><b>Changes to states of matter can be classified as reversible or irreversible.</b></u></p> <p><b>I understand that changes to states of matter can be reversible or irreversible and apply this to real life scenarios (VCSSU077)</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- explain what is happening at a molecular level during these phase changes</li> <li>- explain various state changes, including: melting, freezing, evaporating</li> <li>- identify what variables can cause a change of state</li> <li>- define reversible and irreversible changes and give examples</li> </ul> <p><b>I can pose questions to clarify practical problems or inform a scientific investigation. I predict what the findings of an investigation might be, based on previous experiences or general rules. (VCSIS082)</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- create, plan and conduct their own experiments</li> <li>- make and record detailed &amp; relevant observations</li> <li>- generate a hypothesis based on prior knowledge, new learnings and understandings</li> <li>- understand the purpose of the experiments they conduct</li> </ul> <p><b>Following an experiment, I can suggest improvements or changes to the methods used, to continue to investigate a question or solve a new problem. (VCSIS087)</b></p> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- conduct an altered version of their initial experiment &amp; document their new aim/procedure/observations &amp; conclusions</li> <li>- understand how an experiment can be changed to alter/improve the outcome, using their previous observations and learnings</li> <li>- pose questions based on observations, or develop new</li> </ul>
<b>Week 2</b> May 1	<b>Four Operations</b> (Subtraction) <b>Chance &amp; Probability</b>	<b>Comprehension</b> <b>Literature and Author Study</b> <b>Text Structure and Language Features</b>	<b>Organisation</b>	
<b>Week 3</b> May 8	<b>Four Operations</b> (Multiplication and Division) <b>Chance &amp; Probability</b>	<b>Comprehension</b> <b>Literature and Author Study</b> <b>Text Structure and Language Features</b>	<b>Organisation</b> <b>Word Choice</b>	
<b>Week 4</b> May 15	<b>Four Operations</b> (Multiplication and Division) <b>Angles</b>	<b>Comprehension</b> <b>Literature and Author Study</b> <b>Text Structure and Language Features</b>	<b>Word Choice</b>	
<b>Week 5</b> May 22	<b>Four Operations</b> (Multiplication and Division) <b>Angles</b>	<b>Comprehension</b> <b>Literature and Author Study</b> <b>Text Structure and Language Features</b>	<b>Word Choice</b>	
<b>Week 6</b> May 29	<b>Four Operations</b> (Multiplication and Division) <b>Shape</b>	<b>Comprehension</b> <b>Literature and Author Study</b> <b>Text Structure and Language Features</b>	<b>Word Choice</b>	
<b>Week 7</b> Jun 5	<b>Four Operations</b> (Multiplication and Division) <b>Shape</b>	<b>Comprehension</b> <b>Literature and Author Study</b>	<b>Word Choice</b> <b>Sentence Fluency</b>	
<b>Week 8</b> Jun 12	<b>Fractions</b>	<b>Comprehension</b> <b>Literature and Author Study</b>	<b>Word Choice</b> <b>Sentence Fluency</b>	
<b>Week 9</b> Jun 19	<b>Fractions</b>	<b>Comprehension</b> <b>Literature and Author Study</b>	<b>Word Choice</b> <b>Sentence Fluency</b>	

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*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 2 Curriculum Overview: Mathematics

Year 5

	Essential Learning	Learning Targets
Weeks 1 - 7	<p style="text-align: center;"><b>Four Operations</b></p> <p>Students use efficient strategies to solve problems that involve all four operations.</p>	<p>* Unless otherwise stated, addition and subtraction learning targets are with four-digit numbers and beyond and should involve renaming</p> <ul style="list-style-type: none"> <li>→ Multiplication learning targets are with 2-digit numbers x 2-digit numbers</li> <li>→ Division learning targets are with 2-digit numbers ÷ 1-digit numbers with remainders</li> <li>→ I can use estimation to check the reasonableness of answers</li> <li>→ I can use estimation to make a reasonable prediction</li> <li>→ I can use a range of efficient strategies to solve contextual problems involving division, representing remainders as whole numbers</li> <li>→ I can use a range of efficient strategies to solve contextual problems involving multiplication</li> <li>→ I can identify and describe factors and multiples of whole numbers</li> <li>→ I can use a range of efficient strategies to solve contextual problems involving subtraction</li> <li>→ I can use a range of efficient strategies to solve contextual problems involving addition</li> <li>→ I can determine whether a contextual problem requires addition, subtraction, multiplication or division</li> </ul>
Weeks 1 - 3	<p style="text-align: center;"><b>Chance &amp; Probability</b></p> <p>Students list outcomes of chance experiments and assign probabilities.</p>	<ul style="list-style-type: none"> <li>→ I can make informed predictions about the outcomes of chance experiments</li> <li>→ I can list outcomes of chance experiments and describe the probability of each event occurring using fractions</li> <li>→ I can represent probabilities using fractions</li> <li>→ I can explain that probabilities using a number between 0 and 1</li> <li>→ I understand that the likelihood of an event happening can be given a numerical value (probability)</li> </ul>
Weeks 4 - 5	<p style="text-align: center;"><b>Angles</b></p> <p>Students estimate, measure, and construct angles.</p>	<ul style="list-style-type: none"> <li>→ I can use a protractor and digital technologies to accurately construct angles</li> <li>→ I can compare angles using degrees</li> <li>→ I can use a 360° protractor to accurately measure angles in degrees</li> <li>→ I can use a 180° protractor to accurately measure angles in degrees</li> <li>→ I can use my knowledge of right angles to estimate the size of other angles</li> <li>→ I can link the names of different angles to known degree benchmarks</li> <li>→ I can identify the arms and vertex of an angle</li> </ul>

Weeks 6 - 7	<b>Shape</b> 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
Weeks 8 - 9	<b>Fractions</b> Students order, represent, and locate fractions on a numberline, adding and subtracting fractions with the same denominator.	→ 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

## Term 2 Curriculum Overview: Reading

### Year 5

	Essential Learning	Learning Targets
Weeks 1 - 9	<b>Comprehension</b> 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: <ul style="list-style-type: none"> <li>→ Analyse information <ul style="list-style-type: none"> <li>◆ Predict</li> <li>◆ Summarise</li> <li>◆ Analyse</li> <li>◆ Critique</li> <li>◆ Infer</li> </ul> </li> <li>→ Integrate and link ideas from a variety of texts <ul style="list-style-type: none"> <li>◆ Make connections</li> <li>◆ Synthesise</li> <li>◆ Use Information (apply knowledge)</li> <li>◆ Infer</li> </ul> </li> <li>→ Interpret structural features <ul style="list-style-type: none"> <li>◆ Identify and explain structural features such as: headings, chapters, headings, subheadings, table of contents etc.</li> <li>◆ I can apply text processing strategies (such as monitoring meaning, skimming and scanning) to ensure my reading sounds right and makes sense</li> </ul> </li> </ul>
Weeks 1 - 9	<b>Literature and Author Study</b> I can describe how authors depict elements of their	I can: <ul style="list-style-type: none"> <li>→ Identify parts of fictional texts that relate to or reference: <ul style="list-style-type: none"> <li>◆ Particular cultures or are of cultural significance</li> <li>◆ Historical moments, events or figures</li> <li>◆ Social conventions, norms or contexts</li> </ul> </li> </ul>

	texts, including how language features influence interpretations, and explain my own responses.	<ul style="list-style-type: none"> <li>→ Examine fictional texts, and identify: <ul style="list-style-type: none"> <li>◆ Different viewpoints about the same event, setting or character</li> <li>◆ How the author has portrayed different viewpoints</li> <li>◆ How different interpretations about the same person or event may occur</li> </ul> </li> <li>→ Explain my understanding of the above points in a written or verbal response (citing specific examples and evidence from the text)</li> </ul>
Weeks 1 - 6	<b>Text Structure and Language Features</b> I can identify and explain a text's structure and language features	I can: <ul style="list-style-type: none"> <li>→ Understand how texts vary in purpose, structure and topic</li> <li>→ Understand how texts vary in degree of formality</li> <li>→ 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</li> <li>→ Show how ideas and points of view in texts are conveyed through the use of vocabulary</li> <li>→ Analyse how the text structures and language features used in: <ul style="list-style-type: none"> <li>◆ Imaginative texts</li> <li>◆ Informative texts</li> <li>◆ Persuasive texts</li> </ul> are used to meet the purpose of the text </li> </ul>

## Term 2 Curriculum Overview: Writing

### Year 5

	Essential Learning	Learning Targets
Weeks 1 - 3	<b>Organisation</b> The internal structure of the piece – the thread of logic, the pattern of meaning.	<ul style="list-style-type: none"> <li>→ I can reread and edit my writing to improve the way in which its organisation and structure supports my reader</li> <li>→ I am beginning to orientate the reader to the purpose and content of my text.</li> <li>→ I can select structural elements to suit the purpose of my writing</li> <li>→ 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</li> <li>→ I am beginning to write cohesive paragraphs that develop one main idea in depth</li> </ul>
Weeks 3 - 9	<b>Word Choice</b> The specific vocabulary the writer uses to convey meaning and enlighten the reader	<ul style="list-style-type: none"> <li>→ 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)</li> <li>→ I am beginning to use vocabulary to add authority to my writing and persuade and position the reader</li> <li>→ 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)</li> </ul>

		<ul style="list-style-type: none"> <li>→ 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)</li> <li>→ 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</li> <li>→ I can expand and elaborate on noun and adjective groups, and combine them when appropriate, to build fuller description</li> </ul>
Weeks 7 - 6	<b>Sentence Fluency</b> 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.	<ul style="list-style-type: none"> <li>→ I am beginning to use subordinating conjunctions (eg: even though) in my complex sentences</li> <li>→ I use a range of sentence structures, including correctly structured complex sentences</li> </ul>