

Term 2 Curriculum Overview

Year 5

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 April 15	Four Operation: Addition and Subtraction Number Patterns	Comprehension	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling	<p><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: <i>Resilience</i> Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be optimistic ● Accept and adapt ● Growth mindset ● Be courageous ● Bounce back <p><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 3: Positive Coping</p> <p>Topic 4: Problem Solving</p> <p>Topic 5: Stress Management</p>	<p>Physical Sciences & Science as a Human Endeavour.</p> <p>I understand that light from a source, forms shadows and can be absorbed, reflected and refracted. (VCSSU080)</p> <p>I understand that energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy. (VCSSU081)</p> <p>I understand that scientific discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives. (VCSSU073)</p> <p>With guidance, I can plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks (VCSIS083)</p> <p>I can construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data. (VCSIS085)</p>
Week 2 April 22	Four Operation: Addition and Subtraction Chance and Probability	Comprehension	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 3 April 29	Four Operation: Addition and Subtraction Chance and Probability	Comprehension	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 4 May 6	Four Operation: Addition and Subtraction Chance and Probability Angles	Comprehension	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 5 May 13	Four Operation: Addition and Subtraction Chance and Probability Angles	Literature and Author Study	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 6 May 20	Four Operation: Multiplication and Division	Literature and Author Study	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 7 May 27	Four Operation: Multiplication and Division Shape	Literature and Author Study	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 8 Jun 3	Four Operation: Multiplication and Division Shape	Literature and Author Study	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 9 Jun 10	Fractions Shape	Literature and Author Study	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 10 Jun 17	Fractions	Literature and Author Study	Word Choice Conventions: Grammar and Punctuation Conventions: Spelling		
Week 11 Jun 24	Fractions	Literature and Author Study	Word Choice 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 2 Curriculum Overview: Mathematics

Year 5

	Essential Learning	Learning Targets
Week 1 - 8	<p style="text-align: center;">Four Operations: Students use efficient strategies to solve problems that involve all four operations.</p>	<ul style="list-style-type: none"> → 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 1	<p style="text-align: center;">Number Patterns: 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 2 - 5	<p style="text-align: center;">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 4 - 5	<p style="text-align: center;">Angles Students estimate, measure, and construct angles</p>	<ul style="list-style-type: none"> → 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 - 9	<p style="text-align: center;">Shape Students connect three-dimensional objects with two-dimensional representations.</p>	<ul style="list-style-type: none"> → 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 9 - 11	<p style="text-align: center;">Fractions: Students order, represent, and</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

locate fractions on a numberline, adding and subtracting fractions with the same denominator.

→ 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
<p>Week 1 - 4</p>	<p>Comprehension: I can use a variety of strategies to interpret, analyse and evaluate information and structural features from a variety of texts.</p>	<p>With an at level text I can:</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 (apply knowledge) ◆ 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 sens
<p>Week 5 - 11</p>	<p>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 2 Curriculum Overview: Writing

Year 5

	Essential Learning	Learning Targets
Week 1 - 11	<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 - 11	<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 - 1	<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)

Term 2 Curriculum Overview: Social & Emotional Learning

Year 5

	Essential Learning	Learning Targets
Weeks 1-11	Topic 3: Positive Coping	<ul style="list-style-type: none"> → I can describe different ways to express emotions and the relationship between emotions and behaviour → I can describe the influence that personal qualities and strengths have on achieving success → I can identify and describe personal attributes important in developing resilience → I can identify characteristics of respectful relationships
	Topic 4: Problem Solving	<ul style="list-style-type: none"> → I can describe different ways to express emotions and the relationship between emotions and behaviour → I can identify and describe personal attributes important in developing resilience → I can identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations → I can recognise the influence of emotions on behaviours and discuss factors that influence how people interact → I can explain and apply strategies to enhance my own and others' health, safety and wellbeing at home, at school and in the community
	Topic 5: Stress Management	<ul style="list-style-type: none"> → I can describe different ways to express emotions and the relationship between emotions and behaviour → I can contribute to groups and teams suggesting improvements for methods used in groups and investigations → I can recognise the influence of emotions on behaviours and discuss factors that influence how people interact → I can describe my own and others' contributions to health, physical activity, safety and wellbeing → I can explain and apply strategies to enhance my own and others' health, safety and wellbeing at home, at school and in the community