



Oakleigh State School



Empowering  
our community of learners  
to create a *legacy*  
which *redefines* our world

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YEAR FIVE

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AMENDED 2020 - CURRICULUM AND ASSESSMENT  
OVERVIEW



## Year 5 - ENGLISH

Year 5 - ENGLISH						
2020	Semester 1			Semester 2		
Y5	ENGLISH					
	<p><b>Unit 1: Examining and creating fantasy texts (v8.0)</b> In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p> <p>Deltora Quest</p>		<p><b>Unit 6: Exploring narrative through novels and film (v8.0)</b> In this unit students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation.</p>	<p><b>Unit 4: Appreciating poetry (V8.0)</b> In this unit, students listen to, read and view a range of poetry, including, anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.</p>	<p><b>Unit 5: Responding to poetry (V8.0)</b> In this unit students listen to, read and view a range of poetry, including narrative poems, to create a transformation of narrative poem to a digital multimodal narrative</p>	
Y5	ASSESSMENT		Coverage of CD audited.			
	<p><b>Creating Texts: Imaginative response (S)</b> Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting. (Productive)</p>		<p><b>Written comparison</b> Students write a comparison, (event and characters), of a novel and its film adaption and state a preference</p>	<p><b>Comprehending and creating Texts: Informative response Poetry analysis</b> Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem (Receptive) and (productive) (S)</p>	<p><b>Comprehending and creating: Digital multimodal narrative</b> Students create a digital multimodal transformation of a narrative poem. (Receptive &amp; Productive) (S)</p>	

# Year 5 – MATHS

Year 5 – MATHS	
Y5	MATHS
Semester 1	Semester 2
<p>Unit 1: (v8.0)</p> <p><b>Number and place value</b> — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations.</p> <ul style="list-style-type: none"> <li>• <b>Fractions and decimals</b> — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator.</li> <li>• <b>Using units of measurement</b> — investigate time concepts and the measurement of time, read &amp; represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles.</li> <li>• <b>Chance</b> — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game.</li> <li>• <b>Data representation and interpretation</b> — build an understanding of data, develop the skill of defining numerical &amp; categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.</li> </ul>	<p>Unit 2: (v8.0)</p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples.</li> <li>• <b>Fractions and decimals</b> — make connections between fractional numbers and the place value system and represent, compare and order decimals.</li> <li>• <b>Patterns and algebra</b> — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities.</li> <li>• <b>Shape</b> — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations.</li> <li>• <b>Location and transformation</b> — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes.</li> <li>• <b>Geometric reasoning</b> — identify the components of angles, compare &amp; estimate the size of angles to establish benchmarks, construct &amp; measure angles.</li> <li>• <b>Data representation and interpretation</b> — explore methods of data representations to construct &amp; interpret data displays, reason with data.</li> </ul>
<p>Unit 3: (v8.0)</p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders.</li> <li>• <b>Fractions and decimals</b> — makes connections between fractions and decimals, compares and orders decimals.</li> <li>• <b>Money and financial mathematics</b> — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.</li> <li>• <b>Patterns and algebra</b> — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division</li> <li>• <b>Using units of measurement</b> — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question.</li> </ul> <p><b>Location and transformation</b> — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs &amp; enlarge shapes.</p>	<p>Unit 4: (v8.0)</p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems.</li> <li>• <b>Fractions and decimals</b> — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond.</li> <li>• <b>Money and financial mathematics</b> — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions.</li> <li>• <b>Using units of measurement</b> — read and represent 24-hour time, convert between 12- and 24-hour time.</li> <li>• <b>Location and transformation</b> — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language.</li> <li>• <b>Geometric reasoning</b> — estimate and measure angles, construct angles using a protractor.</li> <li>• <b>Chance</b> — list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments.</li> <li>• <b>Data representation and interpretation</b> — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion.</li> </ul>

Y5	ASSESSMENT		
	<p><b>Unit 1: Solving simple multiplication, division and fraction problems</b></p> <p><i>Short answer questions</i> Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator.</p>	<p><b>Unit 2: Applying shape, angle and transformation concepts</b></p> <p><i>Written</i> Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.</p>	<p><b>Unit 3: Continuing patterns, calculating with money and numbers</b></p> <p><i>Short answer questions</i> Students continue patterns by adding and subtracting fractions and decimals and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p> <p><b>Unit 3: Calculating measurements</b></p> <p><i>Short answer questions</i> Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.</p> <p><b>Unit 3: Investigating the size of an object (optional)</b></p> <p><i>Assignment/Project</i> Students use simple strategies to reason and solve a measurement inquiry question.</p>
			<p><b>Unit 4: Describing chance and probability</b></p> <p><i>Short answer questions</i> Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p> <p><b>Unit 4: Calculating time and identifying factors and multiples</b></p> <p><i>Short answer questions</i> Students convert between 12 and 24-hour time. They identify and describe factors and multiples of whole numbers</p> <p><b>Unit 4: Investigating with measurement and mapping (optional)</b></p> <p><i>Assignment/Project</i> Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes. Inquiry</p>

## Year 5 – SCIENCE

		Semester 1	Semester 2
Y5	<b>SCIENCE</b>		
	<p><b>Unit 2: Our place in the solar system (v8.0)</b> In this unit students will describe the key features of our solar system including planets and stars. They will discuss scientific developments that have affected people’s lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p><b>Unit 1: Survival in the Australian environment (v8.0)</b> In this unit students will examine the structural features and behavioural adaptations that assist living things to survive in their environment. Students will understand that science involves using evidence and data to develop explanations. Student will investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments. This knowledge will be used to design creatures with adaptations that are suitable for survival in prescribed environments.</p>	<p><b>Unit 4: Matter matters (v8.0)</b> In this unit, students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviour of solids, liquids and gases. Students will understand that scientific understandings about solids, liquids and gases are used to inform decision making and solve or prevent problems in society</p> <p><b>Unit 3: Now you see it (v8.0)</b> In this unit, students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object’s location, how filters absorb light and affect how we perceive the colour of objects; and the relationship between light source distance and shadow height. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples’ lives.</p> <p style="text-align: center;"><b>Connected Curriculum:</b> <b>STEAM: Design Solution: Solar Oven</b></p>
Y5	<b>ASSESSMENT</b>		
	<p><b>C2C: Unit 2</b> Assignment – Planet exploration Multimodal task: Book creator with interactive elements.</p> <p>C2C: Students describe key features of the solar system. They describe how science knowledge develops from many people’s contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.</p>		<p><b>C2C: Unit 4: Matter Matters</b> <b>Scientific Inquiry Skills:</b> Possibly the The Larva Experiment or tied in with the Solar Oven experiment</p> <p>C2C: Knowledge and understanding and SAQ applied knowledge exam. C2C: Unit 4 GTMJ used for assessment</p> <p>C2C: Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>
			<p><b>C2C: Unit 4 GTMJ used for assessment</b> Scientific Inquiry Skills: The Larva Experiment</p> <p>C2C: Knowledge and understanding and SAQ applied knowledge exam.</p> <p>C2C: Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>

## Year 5 – THE ARTS

		Semester 1	Semester 2	
Y5	<b>THE ARTS</b>			
	<p><b>Music</b>  <b>Around the world</b>                      Students make and respond to music exploring the music-making of other cultures. Students explore dynamics and expression using aural skills while singing and playing to identify and perform rhythm and pitch patterns of music from different cultures. Students will compare music from different cultures to identify how the elements of music are used to communicate meaning.</p> <p><b>Drama: All Classes</b>                      2018-2020: Students in this unit explore “Fantasy Characters” through the story “The Key”. Students investigate the use of space (stage geography and body positions) situations, roles, tension in relationships, motivations and tactics, choosing appropriate vocal and body language in order to create a 3D character for a performance.</p>	<p><b>Music Cont.</b></p>	<p><b>Music</b>  <b>Movie Music (Semester 2)</b>                      Students make and respond to music exploring pieces of music that tell a story, and music that appears in film. Students will investigate how the elements of music including, pitch, rhythmic patterns and dynamics are arranged to manipulate audience interactions and reactions towards characters and moods in film. Students will develop technical and expressive skills whilst singing and playing instruments enhancing their understanding of pitch, rhythm and form in music.</p>	<p><b>Music Cont.</b></p>
Y5	<b>ASSESSMENT</b>			
	<p><b>Drama</b>                      Assessment includes a character profile/ analysis activity.</p>		<p><b>Music</b>                      TBD</p>	<p><b>Music Cont.</b></p>

## Year 5 – HASS

Year 5 – HASS		
Y5	Semester 1	Semester 2
Y5	HASS	
	<p><b>ODU: Combined/Adapted HASS U1/U5: People and the environment and why consumers make decisions.</b>  <u>Connected Curriculum</u>  <b>Math U1: Data Rainfall</b>                      Inquiry question:                      How do people and environments influence one another?                      In this unit:</p> <ul style="list-style-type: none"> <li>• The characteristics of places in Europe and North America and the location of their major countries in relation to Australia</li> <li>• The human and environmental factors that influence the characteristics of places and the interconnections between people and environments</li> <li>• The impact of human actions on the environmental characteristics of places in two countries in Europe and North America</li> <li>• How to complete maps using cartographic conventions</li> <li>• The language used to describe the relative location of places at a national scale</li> <li>• How to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions</li> </ul> <p><b>HASS U5: Economics and Business</b>                      In this unit:</p> <ul style="list-style-type: none"> <li>• Identify why choices need to be made about how limited resources are used</li> <li>• Investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations</li> <li>• Describe a variety of factors influence consumer choices</li> <li>• Identify and present findings about different strategies that can be used to help make informed personal consumer and financial</li> </ul>	<p><b>ODU: Combined and adapted C2C U3 and U4</b></p> <p><b>HASS U3: Communities in Colonial Australia</b>                      Inquiry question:                      How have individuals and groups in the colonial past contributed to the development of Australia?                      In this unit:</p> <ul style="list-style-type: none"> <li>• Key events related to the development of British colonies in Australia after 1800</li> <li>• The economic, political and social reasons for colonial developments in Australia after 1800</li> <li>• Aspects of daily life for different groups of people during the colonial period in Australia</li> <li>• The effects that colonisation had on the lives of Aboriginal peoples and on the environment</li> <li>• Significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration</li> <li>• The significance of individuals and groups in shaping the colonies, especially through inland exploration</li> </ul> <p><b>HASS U4: Participating in Australian communities</b>                      Inquiry question:                      How have people enacted their values and perceptions about their community, other people and places, past and present?                      In this unit:</p> <ul style="list-style-type: none"> <li>• Investigate the key values of Australia’s liberal democratic system of government, particularly the values of freedom, equality, fairness and justice</li> <li>• Identify significance of past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor</li> <li>• Explore representative democracy and voting processes in Australia</li> <li>• Investigate how students enact democratic values and processes through participating in school elections</li> <li>• Generate alternative responses to a democratic issue and propose action by describing the positive and negative effects</li> <li>• Present ideas about proposed actions in response to a democratic issue</li> </ul> <p>Connected to Year 5 Camp</p>
Y5	ASSESSMENT	
		<p><b>ODU: Combined and adapted C2C U3 and U4</b>  <b>C2C: U3: Communities in Colonial Australia: Timeline and research project</b>                      Students research a significant event in Australia’s colonial past. E.G. the Eureka stockade or Gold Rush and create a multimodal retell and visual presentation.</p> <p><b>C2C: U4: Participating in Australian communities:</b>                      See EPub Book Creator Book: Students participating in the Oakleigh State School Leadership and Election Process.</p>

## Year 5 – PHYSICAL EDUCATION

		Semester 1	Semester 2
Y5	HPE		
		<p><b>Movement and Physical Activity Flippa-Ball and Life Saving</b></p> <p>Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in Flippa Ball, lifesaving and winter interschool sport.</p> <p>Through this participation, students propose and apply movement concepts and strategies with and without equipment. Students are also learning about making healthy and safe choices</p>	<p><b>Movement and Physical Activity Athletics and Winter School Sport</b></p> <p>Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in athletics skill development, carnivals and Winter School Sport.</p> <p>Students participate in physical activities designed to enhance fitness, and they discuss the impact regular participation can have on health and wellbeing. They are also learning about making healthy and safe choices.</p> <p>For e.g. Skipping and Orienteering</p>
			<p><b>Movement and Physical Activity Team Sports</b></p> <p>Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in team sports and summer interschool team sports.</p> <p>Through this participation student, demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities. They are also learning about making healthy and safe choices.</p>
			<p><b>Movement and Physical Activity Swimming</b></p> <p>Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in swimming lessons and carnivals and summer interschool team sports.</p> <p>Through these activities, students manipulate and modify elements of effort, space, time, objects and people to perform movement sequences.</p> <p>They also participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.</p>
Y5	ASSESSMENT		
			<p><b>Practical Skills and application</b></p> <p>Students are assessed on throwing, catching and hitting.</p> <p>ODU Redball: Modified Tennis Adapted C2C Yr6 U4: Over the Net Tennis</p>
			<p><b>Practical Skills and application</b></p> <p>Students are assessed on the swimming strokes used for the swim carnival.</p> <ul style="list-style-type: none"> <li>Freestyle, backstroke, breaststroke, butterfly and surface dive.</li> </ul> <p>ODU: Swimming</p>

## Year 5 – PERSONAL, SOCIAL AND COMMUNITY HEALTH

		Semester 1	Semester 2
Y5	HEALTH	<p>C2C Unit 3: Multicultural Australia</p> <p>Students gain an understanding of multiculturalism by examining the changing nature of Australia’s cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding.</p>	<p>C2C Unit 2: Healthy Habits</p> <p>Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.</p>
			<p>C2C Unit 1: Emotional interactions : Connected to Year 5 Camp</p> <p>Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.</p> <p>This unit has been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum.</p>
Y5	ASSESSMENT		<p><b>Project/assignment</b></p> <p>Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others. They present a group role-play</p>

## Year 5 – Languages

		Semester 1	Semester 2
Y5	<b>LANGUAGES</b>		
	<p><b>Oakleigh Designed Unit (ODU)</b>  <b>Myself</b>                      Year 5 students will be introduced to the Japanese language its scripts and customs. They will learn the hiragana syllabary, and in term 1 focus on the functional language of the classroom and its customs to be able to follow instructions and make requests in Japanese. In term 2, the focus will shift inwards to be able to talk about self, and be able to present a self-introduction to an audience. By the end of term 2 they will have demonstrated skills in reading, writing, speaking and listening at an elementary level.</p>	<p><b>Oakleigh Designed Unit (ODU)</b>  <b>The Family and My Pets</b>                      .In term 3, they will extend the language of self to include family and pets. They will also study hobbies and be able to discuss their likes and dislikes. A range of teaching methods will be used to engage all types of learners.</p>	
Y5	<b>ASSESSMENT</b>		
			TBD

## Year 5 – TECHNOLOGIES

		Semester 1	Semester 2
Y5	<b>Digital Technologies</b>		TECHNOLOGIES:
Y5	<b>ASSESSMENT</b>		ASSESSMENT
		Semester 1	Semester 2
Y5	TECHNOLOGIES:		<b>Design Technologies</b>
			<p style="text-align: center;"><b>Design Solutions</b></p> <p style="text-align: center;">Connected Curriculum: STEAM 2: Science U4: Matter Matters: Chemical Reaction Rocket Car</p> <p>Students design a rocker car that is propelled as a result of a chemical reaction. The design process will guide the design and redesign of the vehicle while prototypes are tested.</p> <p>The technologies context of Materials will be the focus. Students will investigate a range of materials, systems, components, tools and equipment and evaluate their impact of their use in their designs.</p>
			<p style="text-align: center;"><b>Design Solutions</b></p> <p style="text-align: center;">Connected Curriculum: STEAM 3: Science U3: Solar Oven</p> <p>Students created a solar oven, making connections to their science unit. They evaluated materials in order to design and create an effective solar oven as a sustainable solution. They analysed data, evaluated their designs and made adjustments.</p>
Y5	<b>ASSESSMENT</b>		
			<p style="text-align: center;"><b>Portfolio of work</b></p> <p>Knowledge and understanding are assessed.</p>
			<p style="text-align: center;"><b>Portfolio of work</b></p> <p>Process and Production skills are assessed</p>