



Oakleigh State School



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

YEAR FIVE

YEARLY CURRICULUM AND SUMMATIVE
ASSESSMENT OVERVIEW



Year 5 - ENGLISH

2023	Semester 1		Semester 2		
Y5	ENGLISH	All Units deemed Low risk			
	<p>Unit 1: Examining and creating fantasy texts (v8.0) 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>U2 Examining media texts (v8.0) In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.</p> <p>STEAM UNIT ReWild Digital Technologies Subjects: Science, HASS Assessment: Excursion/Event: Resources Used: Microbit, Scratch</p>	<p>Unit 4: Appreciating poetry (V8.0) 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>Year 5/6 Unit 6: Exploring narrative through novels and film (v8.0)</p>	<p>Unit 5: Responding to poetry (V8.0) 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> <p>5/6 Unit 4: Appreciating poetry (V8.0) then Unit 5: Responding to poetry (V8.0)</p>	<p>Unit 6: Exploring narrative through novels and film (v8.0) 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>Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.</p>
Y5	ASSESSMENT	Coverage of CD audited.			
	<p>Written Response: Character analysis: (M) Students analyse how a character is represented by the author in a fantasy novel. (Receptive)</p> <p>Creating Texts: Imaginative response (S) Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting. (Productive)</p>	<p>Assessment: Comprehend a feature article: (Receptive) (S) <i>The Ruthless March of the Toxic Invader</i></p> <p>Written Multimodal Feature: Persuasive article (P&R) ReWild Our School</p>	<p>Comprehending and creating Texts: Informative response for Poetry analysis 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>Comprehending and creating: Digital multimodal narrative Students create a digital multimodal transformation of a narrative poem. (Receptive & Productive) (S)</p>	<p>Group Discussion: Students participate in group discussions about novels and films. (M)</p> <p>Written Comparison: Students write a comparison of a novel and its film adaptation and state a preference. (Productive) (S)</p>

Year 5 – MATHS

Year 5 – MATHS				
	Semester 1	Semester 2		
Y5	MATHS All units deemed low risk			
	<p>Unit 1: (v8.0)</p> <p>Number and place value — 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"> ● Fractions and decimals — 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. ● Using units of measurement — investigate time concepts and the measurement of time, read & 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. ● Chance — 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. ● Data representation and interpretation — build an understanding of data, develop the skill of defining numerical & 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. <p style="text-align: center;"><u>Connected Curriculum</u> HASS: U1: Rainfall Data</p>	<p>Unit 2: (v8.0)</p> <ul style="list-style-type: none"> ● Number and place value — 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. ● Fractions and decimals — make connections between fractional numbers and the place value system and represent, compare and order decimals. ● Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities. ● Shape — 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. ● Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes. ● Geometric reasoning — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles. ● Data representation and interpretation — explore methods of data representations to construct & interpret data displays, reason with data. 	<p>Unit 3: (v8.0)</p> <ul style="list-style-type: none"> ● Number and place value — 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. ● Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals. ● Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. ● Patterns and algebra — 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 ● Using units of measurement — 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. <p>Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs & enlarge shapes.</p>	<p>Unit 4: (v8.0)</p> <ul style="list-style-type: none"> ● Number and place value — 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. ● Fractions and decimals — 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. ● Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions. ● Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time. ● Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language. ● Geometric reasoning — estimate and measure angles, construct angles using a protractor. ● Chance — 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. ● Data representation and interpretation — 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. <p style="text-align: center;"><u>Connected Curriculum</u> STEAM 3: Solar Oven Unit: DATA</p>

Y5	ASSESSMENT			
	<p>Unit 1: Interpreting data and posing questions to collect data Written Students classify and interpret data and pose questions to gather data.</p> <p>Unit 1: Solving simple multiplication, division and fraction problems <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>Unit 1: Investigating chance experiments (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a chance inquiry question.</p>	<p>Unit 2: Applying shape, angle and transformation concepts Written 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>Unit 2: Investigating data and constructing data displays (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a data inquiry question.</p> <p>OCD (Oakleigh Curriculum Document: Adapted C2C Unit 2 Monitoring Tasks converted to summative tasks.</p>	<p>Unit 3: Continuing patterns, calculating with money and numbers <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>Unit 3: Calculating measurements <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>Unit 3: Investigating the size of an object (optional) <i>Assignment/Project</i> Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p>Unit 4: Describing chance and probability <i>Short answer questions</i> Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p> <p>Unit 4: Calculating time and identifying factors and multiples <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>Unit 4: Investigating with measurement and mapping (optional) <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	SCIENCE All units deemed low risk		
	<p>Unit 2: Our place in the solar system (v8.0) 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>Unit 1: Survival in the Australian environment (v8.0) 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>Unit 4: Matter matters (v8.0) 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>Unit 3: Now you see it (v8.0) 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;">Connected Curriculum: STEAM: Design Solution: Solar Oven</p>

Y5	ASSESSMENT		
	<p>C2C: Unit 2 GTMJ used for assessment</p> <p>Assignment – Planet exploration</p> <p>Multimodal task: Book creator with interactive elements.</p> <p>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>C2C: Unit 1 GTMJ used for assessment</p> <p>Relating adaptations to the environment – Find a Home: Observations and Discussions</p> <ul style="list-style-type: none"> - Poster/Multimodal presentation e.g; - Create a comic using “Morphy” alien game. - Test – Adaptations - Inspiration map - Build a creature from plasticine - Create an iBook - Write up marshmallow experiment (Monitoring) <p>Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p> <p>Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people’s lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.</p>	<p>C2C: Unit 4 GTMJ used for assessment</p> <p>Scientific Inquiry Skills: The Larva Experiment</p> <p>Knowledge and understanding and SAQ applied knowledge exam.</p> <p>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	THE ARTS	All units deemed low risk	
	<p>Music: Around the world Students are exploring the music-making of cultures from around the world. They will investigate what makes music unique from Latin America to Asia, identifying their commonalities, differences and the purpose of music around the world. Students will continue to develop their understanding of music notation reading from the treble clef staff.</p> <p>Visual Arts – Specialist Teacher ODU: "Mischievians" Based on the picture book of the same name, students will invent their own Mischievian. Giving thought to animal adaptations to an environment, they will design and construct their new creature using a variety of sculpture materials and processes.</p> <p>Drama: 5/6T Students in this unit explore "Fantasy Characters" through the story "The Key", "The Backpack" or If kids Ruled the World". 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>Music Cont. Students continue their investigation of world music by practising and performing a South African inspired instrumental piece as part of an ensemble. They will strengthen their ability to read music notation including pitch, rhythm and dynamics and analyse how the piece was manipulated.</p>	<p>Music: Movie Music 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>Drama: 5J Students in this unit explore "Fantasy Characters" through the story "The Key", "The Backpack" or If kids Ruled the World". 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>Music Cont. Visual Arts – Specialist Teacher Year 5/6 TBC</p> <p>Drama: 5S Students in this unit explore "Fantasy Characters" through the story "The Key", "The Backpack" or If kids Ruled the World". 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>		
Y5	ASSESSMENT		
	<p>Music Collection of Work</p> <p>Visual Arts Students are assessed on the demonstration of different techniques and processes in planning and making artworks and using visual conventions and art practices. They also describe how the display of artworks enhances the meaning for an audience. Oakleigh Designed Unit, (ODU), Guide to Making Judgments are used.</p> <p>Drama Assessment includes a character profile/ analysis activity. Week 7 Draft Due + Feedback Week 8: Assessment</p>	<p>Music Cont.</p>	<p>Music: Collection of Work</p> <p>Drama Assessment includes a character profile/ analysis activity. Week 7 Draft Due + Feedback Week 8: Assessment</p>
			<p>Music Cont.</p> <p>Visual Arts Students are assessed on the demonstration of different techniques and processes in planning and making artworks and using visual conventions and art practices. They also describe how the display of artworks enhances the meaning for an audience. Oakleigh Designed Unit, (ODU), Guide to Making Judgments are used.</p> <p>Drama Assessment includes a character profile/ analysis activity. Week 7 Draft Due + Feedback Week 8: Assessment</p>

Year 5 – HASS

Year 5 – HASS		
	Semester 1	Semester 2
Y5	HASS All units deemed low risk	
	<p>ODU: Combined/Adapted HASS U1/U5: People and the environment and why consumers make decisions.</p> <p><u>Connected Curriculum</u></p> <p>Math U1: Data Rainfall</p> <p>Inquiry question: How do people and environments influence one another?</p> <p>In this unit:</p> <ul style="list-style-type: none"> The characteristics of places in Europe and North America and the location of their major countries in relation to Australia The human and environmental factors that influence the characteristics of places and the interconnections between people and environments The impact of human actions on the environmental characteristics of places in two countries in Europe and North America How to complete maps using cartographic conventions The language used to describe the relative location of places at a national scale How to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions <p>HASS U5: Economics and Business</p> <p>In this unit:</p> <ul style="list-style-type: none"> Identify why choices need to be made about how limited resources are used Investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations Describe a variety of factors influence consumer choices Identify and present findings about different strategies that can be used to help make informed personal consumer and financial <p>HASS U2: Managing Australian communities</p> <p>How are people and environments managed in Australian communities?</p> <p>In this unit:</p> <ul style="list-style-type: none"> How places are affected by the interconnections between people, places and environments The influence of people on the human characteristics of places, including how the use of space within a place is organised How laws impact on the lives of people in the present The ways of living of ATSI peoples, particularly in relation to land and resource management Environmental challenges in the form of natural hazards Ways in which people respond to a geographical challenge and the possible effects of actions 	<p>ODU: Combined and adapted C2C U3 and U4</p> <p>HASS U3: Communities in Colonial Australia</p> <p>Inquiry question: How have individuals and groups in the colonial past contributed to the development of Australia?</p> <p>In this unit:</p> <ul style="list-style-type: none"> Key events related to the development of British colonies in Australia after 1800 The economic, political and social reasons for colonial developments in Australia after 1800 Aspects of daily life for different groups of people during the colonial period in Australia The effects that colonisation had on the lives of Aboriginal peoples and on the environment Significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration The significance of individuals and groups in shaping the colonies, especially through inland exploration <p>HASS U4: Participating in Australian communities</p> <p>Inquiry question: How have people enacted their values and perceptions about their community, other people and places, past and present?</p> <p>In this unit:</p> <ul style="list-style-type: none"> Investigate the key values of Australia’s liberal democratic system of government, particularly the values of freedom, equality, fairness and justice 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 Explore representative democracy and voting processes in Australia Investigate how students enact democratic values and processes through participating in school elections Generate alternative responses to a democratic issue and propose action by describing the positive and negative effects Present ideas about proposed actions in response to a democratic issue <p>Connected to Year 5 camp experiences and T4 OSS leadership and election activities.</p>
Y5	ASSESSMENT	

<p>ODU: Combined and adapted C2C: U1: People and the environment and C2C: HASS Unit 5: Economics and Business Multimodal Inquiry Project: Students investigate the characteristics of places and why we make choices as consumers to draw conclusions, using evidence, about a preferred place to live.</p> <p>C2C: Unit 2: Managing Australian Communities Inquiry Project: Students create a digital solution to assist the community in a disaster situation, thereby managing legal and environmental issues. This is aligned to the digital Technologies curriculum.</p>	<p>ODU: Combined and adapted C2C U3 and U4</p> <p>C2C: U3: Communities in Colonial Australia: Timeline and research project 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>C2C: U4: Participating in Australian communities: See EPub Book Creator Book: Students participating in the Oakleigh State School Leadership and Election Process.</p>
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Year 5 – PHYSICAL EDUCATION

		Semester 1	Semester 2	
Y5	HPE	See Oneschool for CARAs created by specialist Teacher		
	<p>Movement and Physical Activity Adapted Yr6 C2C U1: Surf/Turf Junior/ Life Saver Adapted Yr4 C2C U1: Splish Splash</p> <p>Students practice specialized movement skills including swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue situations.</p> <p>Students:</p> <ul style="list-style-type: none"> develop above water and underwater arm recovery strokes, rescue techniques and survival skills apply swimming concepts and strategies to refine performance of swimming strokes develop understanding of lifesaving concepts and strategies and apply them in practical survival and rescue situations. 	<p>Movement and Physical Activity ODU: Adapted Yr6 U2 ‘Fitness Fun’</p> <p>Students explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.</p> <p>Students:</p> <ul style="list-style-type: none"> describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing apply elements of movement when composing and performing movement sequences. 	<p>Movement and Physical Activity C2C Yr5 U2: Tchoukball</p> <p>Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in 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>Students</p> <ul style="list-style-type: none"> develop an understanding of Tchoukball rules become familiar with the basics of the Tchoukball charter perform and refine throwing and catching skills within the context of Tchoukball 	<p>Movement and Physical Activity ODU: Adapted Unit 4: UNITE: Swimming</p> <p>Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in swimming lessons and the UNITE Process.</p> <p>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>

	Through participation in Flippa Ball Activities students propose and apply movement concepts, tactics and strategies with and without equipment. Students are also learning about making healthy and safe choices		<ul style="list-style-type: none"> participate in activities that allow them to experiment with various Tchoukball-specific movement concepts and strategies practise and refine Tchoukball-specific concepts and strategies identified as effective for successful ball movement, shooting and rebounding apply learned concepts and strategies during modified games and gameplay demonstrate fair play and cooperation during Tchoukball modified games and gameplay. 	
Y5	ASSESSMENT			
	<p>Practical Skills and application Students are assessed on demonstrating:</p> <ul style="list-style-type: none"> apply elements of movement to develop swimming strokes for Flippa Ball, including catching and throwing. refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence. examine the benefits of swimming. Safety and survival skills Team Strategies 	<p>Practical Skills and application The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing apply elements of movement when composing and performing movement sequences. 	<p>Practical Skills and application The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform specialised movement skills such as throwing and catching in the context of Tchoukball demonstrate skills to work collaboratively and play fairly propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. 	<p>Practical Skills and application The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> demonstrate skills to work collaboratively and play fairly solve movement challenges. apply elements of movement to develop swimming strokes. refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence.

Year 5 – PERSONAL, SOCIAL AND COMMUNITY HEALTH

Year 5 – PERSONAL, SOCIAL AND COMMUNITY HEALTH				
	Semester 1		All units deemed low risk	Semester 2
Y5	HEALTH	Term 2	Term 1	Term 4
	C2C Unit 3: Multicultural Australia	C2C Unit 2: Healthy Habits	Adapted C2C Unit 1- Emotional interactions and C2C Unit 4: Growing Up: Connected to Year 5 Camp and Life Education Van	<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>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>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>They also examine how identifies are developed and change from pre-teen years into adolescence. They examine developmental changes that occur during pre-teen years and investigate strategies and resources available to manage the changes associated with growing up and puberty.</p> <p>These adapted units have been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum and the Life Education Van Program.</p> <p>Life Education Van Units are:</p> <ul style="list-style-type: none"> • Who am I? • Welcome to Puberty? • Evolving Friendships
Y5	ASSESSMENT			
	Collection of work	Research	Project/assignment	
	Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work.	Students complete an informative written response. They investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits.	Students create and respond to SAQ via Online Quiz e.g. using Microsoft Forms that will demonstrate their knowledge and understanding.	

Year 5 – Languages

		Semester 1	Semester 2
Y5	LANGUAGES	All units deemed low risk	
	<p>Oakleigh Designed Unit (ODU) Myself 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>Oakleigh Designed Unit (ODU) The Family and My Pets 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	ASSESSMENT		
	<p>Understanding and Communication: Written and oral short answers responses, answering questions about themselves.</p>	<p>Communication and understanding: Orally describe a family photo to your teacher using digital recording on See Saw and complete a written vocabulary and hiragana test.</p> <p>Communication and understanding: Written and oral short answer responses producing digital presentation about pets using digital tools such as Keynote.</p>	

Year 3 – TECHNOLOGIES

		Semester 1	Semester 2
Y3	Digital Technologies	All units deemed low risk	TECHNOLOGIES:
	<p>Digital Solutions Connected Curriculum: Science U1 & HASS U2 and English STEAM ReWild Your School</p> <p>Students created a digital solution to educate the community of the cause and effect of our choices on the survival of 6 championed animals of our local community.</p> <p>Digital game; Scratch, quiz, animation or prototype</p>		
Y3			ASSESSMENT
	<p>Students created a digital solution to Educate the community in the needs of local animals. Students will create journals, clips videos persuasive articles and a Scratch animation game to demonstrate their knowledge and understanding and skills across multiple curriculum areas.</p>		
		Semester 1	Semester 2
Y3	TECHNOLOGIES:		Design Technologies
			<p style="text-align: center;">Design Solutions 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>
Y3	ASSESSMENT		
		<p>Portfolio of work Knowledge and understanding are assessed.</p>	<p>Portfolio of work Process and Production skills are assessed.</p>

