

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
YEAR 5 OVERVIEW									
ENGLISH YRS	6 hours/week	<p>Achievement standard By the end of Year 5, students explain how <u>text structures</u> assist in understanding the <u>text</u>. They understand how <u>language features</u>, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of <u>texts</u>. They describe how events, characters and settings in <u>texts</u> are depicted and explain their own responses to them. They <u>listen</u> and ask questions to clarify content. Students use <u>language features</u> to show how ideas can be extended. They develop and explain a <u>point of view</u> about a <u>text</u>, selecting information, ideas and images from a range of resources. Students <u>create</u> a variety of sequenced <u>texts</u> for different purposes and <u>audiences</u>. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of <u>grammar</u>, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.</p>							
	Unit Overview	<p>Examining literary texts — fantasy novel 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.</p>	<p>Examining literary texts — fantasy novel Students continue to read and interpret a novel from the fantasy genre showing understanding of character development. They explain, from the point of view of the author, text and language choices which describe one good and one evil character.</p>	<p>Examining media texts 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.</p>	<p>Examining characters in animated film Students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion.</p>	<p>Appreciating poetry Students listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text.</p>	<p>Responding to poetry Students listen to, read and view a range of poetry including narrative poems to create a transformation of a chosen poem to a digital narrative. In a spoken presentation they explain how they develop character through their transformation of the poem.</p>	<p>Exploring narrative through novels and film Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time.</p>	<p>Reviewing narrative film 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 the film during a panel discussion.</p>
MATHEMATICS YRS	5 hours/ week	<p>Achievement standard By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.</p>							
	Unit Overview	<p>Number and place value — identify and list factors, list multiples, round to meet a practical purpose, demonstrate and explain strategies for mult'n, record methods, use inverse relationships for div'n, compare methods for mental computation Fractions and decimals compare and order unit fractions using diagrams and number lines, and add and subtract fractions with the same denominator Data - pose a question, plan data collection, collect, display and interpret data Chance- list outcomes of chance experiments and represent probabilities between 0 and 1.</p>	<p>Number and place value — consolidate rounding, demonstrate and explain strategies for multiplication, record methods, use inverse relationships for division, compare methods for mental computation Fractions and decimals — consolidate unit fractions and add and subtract fractions with the same denominator Money — calculate totals and change mentally and check answers using a calculator Measurement —estimate and calculate the perimeter and area of rectangles, solve problems, read, convert and compare 12- and 24-hour time.</p>	<p>Transformation of two-dimensional shapes and symmetry — describing translations, reflections and rotations, identifying line and rotational symmetry and applying the enlargement transformation. Multiplication — extending multiplication facts to include multiples of 10 and 100 and exploring strategies for multiplying two-digit numbers by a one-digit number. Financial mathematics — creating a simple budget to achieve a financial goal.</p>	<p>Fractions — making connections between representations of numbers and extending knowledge of fractions beyond hundredths Multiplication and division — investigating effective strategies for multiplication of large numbers by a two-digit number and for solving division problems that include remainders Chance — listing outcomes of chance experiments (sample space) and representing probabilities of outcomes using decimals and common fractions.</p>	<p>Angles — estimating, measuring and comparing angles using degrees Shape — connecting 3D objects with their nets and other 2D representations Equivalence — finding unknown quantities in problems involving multiplication and division Fractions — comparing and ordering unit fractions and investigating strategies to solve problems involving addition and subtraction of fractions with the same denominator Units of measurement — choosing appropriate units of measurement for length, area, volume, capacity and mass.</p>	<p>Decimals — linking fractions to our place value system, working with decimals to thousandths and beyond, locating decimals on number lines, comparing, ordering and representing decimals Algebra — using equivalent number sentences involving multiplication and division to find the value of unknowns Data and statistics — collecting and displaying data, posing questions about data, identifying and justifying best choice for representing data, comparing data representations.</p>	<p>Fractions — describing, continuing and creating patterns with fractions, adding and subtracting fractions with the same denominator Chance — numerically representing the likelihood of chance events Division — describing, continuing and creating patterns with whole numbers, solving division problems using partition and quotient strategies Angles and maps — measuring, comparing and constructing angles.</p>	<p>Measurement - choosing and applying appropriate units, identifying 12 hour times, reading and converting 24 hour time Location - investigating local maps, constructing maps, exploring routes, calculating time & distance Financial plans -distinguishing between goods & services, creating a balanced plan 3D objects - connecting 3D objects with 2D representations, constructing 3D objects using nets, drawing 3D objects from different viewpoints Perimeter and area-estimating and calculating perimeter & area of rectangles units and applying strategies to solve problems.</p>
SCIENCE YRS	1.75 hours /week	<p>Achievement standard By the end of Year 5, students <u>classify</u> substances according to their <u>observable properties</u> and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar <u>system</u>. They <u>analyse</u> how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for <u>investigation</u>, predict what might happen when <u>variables</u> are changed, and plan <u>investigation</u> methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct <u>tables</u> and <u>graphs</u> to organise <u>data</u> and identify <u>patterns</u>. They use <u>patterns</u> in their <u>data</u> to suggest explanations and refer to <u>data</u> when they <u>report</u> findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.</p>							
	Unit Overview	<p>Survival in the Australian environment Students will examine the structural features and adaptations that assist living things to survive in their environment. This knowledge will be used to create a creature with adaptations that are suitable for survival in a prescribed environment.</p>		<p>Our place in the solar system Students will be exploring the place of Earth in the solar system and then using this knowledge to look for patterns and relationships between components of this system. They discover how science and technology have advanced understanding of space.</p>		<p>Now you see it In this unit students investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices.</p>		<p>Matter matters Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will investigate the observable properties and behaviour of solids, liquids and gases, and the development of composite materials to meet the needs of modern society.</p>	

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TECHNOLOGY	1.5 hours/week	TECHNOLOGY AS A HUMAN ENDEAVOUR The characteristics of resources are matched with tools and techniques to make products to meet design challenges. ❖ TH 1: Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments e.g. playgrounds are designed for children; community swimming pools are designed to cater for specific needs and all age groups; community centres are designed to accommodate a range of activities				TECHNOLOGY AS A HUMAN ENDEAVOUR The characteristics of resources are matched with tools and techniques to make products to meet design challenges. ❖ TH 1: Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments e.g. playgrounds are designed for children; community swimming pools are designed to cater for specific needs and all age groups; community centres are designed to accommodate a range of activities ❖ TH3: The products and processes of technology can have positive or negative impacts e.g. cars are a convenient method of transportation but impact on the environment; mining for resources can contribute to a community's economy and impact on the natural environment			
	Achievement standard	By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change. Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.							
HISTORY YR5	1hr/week	HISTORY UNIT 1: COLONIAL AUSTRALIA Exploring the development of British colonies in Australia Inquiry question/s: How did an Australian colony develop over time and why? How did colonial settlement change the environment? What do we know about the lives of people in Australia's colonial past and how do we know? In this unit students: <ul style="list-style-type: none"> recognise key events in Australia of the 1800s appreciate how Australians came to live together and were governed overtime sequence key events related to the development of British colonies in Australia. investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Moreton Bay colony in Queensland, use provided sources to examine and describe aspects of daily life in the early to mid-1800s locate information in sources about the reasons for migration to the colonies by people from Europe during the mid-1800s use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples. 				HISTORY UNIT 2: LIVING IN THE 1800'S Investigating the colonial period in Australia Inquiry question/s: What were the significant events and who were the significant people that shaped Australian colonies? What do we know about the lives of people in Australia's colonial past and how do we know? In this unit students: <ul style="list-style-type: none"> recognise key events in Australia of the 1800s appreciate how Australians came to live together and were governed overtime investigate the causes and effects of significant developments or events affecting development of the Queensland colony, for example, frontier conflicts and the Gold Rush. pose questions about the reasons people migrated to Australia from Europe and Asia use provided sources to examine and describe the experiences of and the contributions of significant individuals or groups to life in the colonies compose and present a description of the contribution of a significant individual or group to shaping colonial Australia. 			
	Unit Overview/ Essential Learnings								
The Arts YR 5	1.25hrs/week	VISUAL ART Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects. ❖ VA4: Texture creates contrast and pattern using lines, rubbings and markings e.g. using feathery marks that contrast with smooth rubbings in clay sculptures; a pencil drawing of a tree showing smooth leaves and rough bark		MEDIA ❖ ME3: Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes e.g. using altered digital images of the school to portray it as a different place in an audiovisual presentation. DRAMA Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events. ❖ DR2: Purpose and context guide the selection of time frames, language, place and space to express ideas. e.g. altering time frames by starting at the end of a story and retelling it from that perspective. ❖ DR3: Dramatic action is structured through storytelling and extended role plays e.g. presenting an interpretation of stories originating from the Torres Strait Islands.		DANCE Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement phases. ❖ D2: Group formations are used to organise dancers in short movement sequences e.g. placing dancers in a V formation within the space. ❖ D4: Swinging and collapsing movement qualities are used to alter energy in short movement sequences e.g. collapsing or falling movement to represent a leaf dropping to the ground. ❖ D5: Structuring devices including contrast and canon forms, are used to organise short movement sequences e.g. using different levels in a group shape, repeating an arm movement one after the other down a line of dancers.		MEDIA ❖ ME1: Still and moving images, sound and words are selected to construct media texts e.g. using a soundtrack to accompany a visual sequence to create a particular mood. ❖ ME2: Media techniques and practices, including layout, storyboard and manipulation of images, sound and words, are used to create media texts e.g. changing the order of frames in a traditional or non-traditional comic strip to create different versions of a narrative.	
	Essential Learnings								
HPE YR 5	2hrs/week	HEALTH Health is multidimensional and influenced by individual and group actions and environments ❖ H1: Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions e.g. thinking a situation through rather than acting impulsively can help make choices that have better health outcomes.				PERSONAL DEVELOPMENT Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development. ❖ PD1: Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments e.g. having positive experiences with others, fulfilling responsibilities and achieving aspirations enhance self-image and self-esteem. ❖ PD2: Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others e.g. stereotypical images influence the way boys and girls think they should express emotions.			
Essential Learnings									

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SOSE YRS	2hrs/week	<p>POLITICAL AND ECONOMIC SYSTEMS Communities have developed decision-making systems that include principles and values formed over time.</p> <ul style="list-style-type: none"> ❖ PES1: Australia's government system are based on principles of democracy, including selected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States <i>e.g. democracy in Athens; parliamentary systems from Britain; written constitution from the United States</i> ❖ PES2: Australia's legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system <i>e.g. children are protected by child safety laws, transport and education regulations; the personnel from government bodies such as the Commission for Children and Young People and Child Guardian and community organisations such as Kids Help Line help to make these laws work.</i> ❖ PES5: Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited. <i>e.g. using resources for things that are needed for survival, and also for things that make life enjoyable.</i> 				<p>PLACE AND SPACE Environments are defined and changed by interactions between people and places.</p> <p>PS2: Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere. <i>e.g. population increases that cause overcrowding, habitat removal, water shortages and air pollution.</i></p> <p>PS3: Physical features of environments influence ways in which people live and work in communities <i>e.g. climate affects housing design and leisure activities; natural resources may determine employment opportunities.</i></p> <p>CULTURE AND IDENTITY Communities contain cultures and groups that contribute to diversity and influence cohesion.</p> <ul style="list-style-type: none"> ❖ C11: Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities <i>e.g. Queenslanders participate in a range of celebrations such as NAIDOC Week, Chinese New year, Greek and Italian festivals, Mabo Day and Queensland Day.</i> 		<p>POLITICAL AND ECONOMIC SYSTEMS Communities have developed decision-making systems that include principles and values formed over time.</p> <ul style="list-style-type: none"> ❖ PES4: Australia is connected to other countries in Asia- Pacific region by social and economic ties including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets. 	

Year 5: Content Descriptors for Spelling (Language Strand)

Language

Expressing and developing ideas

- Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words
- learning that many complex words were originally hyphenated but have become ‘prefixed’ as in ‘uncommon’, ‘renew’ ‘email’ and ‘refine’
- talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example ‘policewoman’, ‘salesperson’; ‘air hostess’/‘steward’ or ‘flight attendant’
- Recognise uncommon plurals, for example ‘foci’
- using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals

Suggested Framework from C2C

Unit 1	/i/ before /e/ exceptions	Homophones Suffixes –ance, -ence	Consonant patterns /gh/ /ph/ Greek root – graph Suffixes – tion, -sion	Hard and soft /g/ and /c/ revision Latin root - ped	Prefixes im-, il-, ig-, in-, ir-
Unit 2	Prefixes ante- anti- Latin root grad and gress	Diphthongs in two syllable words Greek roots gram, micro, geo	Suffixes –iest and –ly Vowel alternation adding -ity	Word endings –gue, -que Vowel alternation adding -ity	Consolidation
Unit 3	Long to short vowel alternations /a/ /e/ /i/	Long to short vowel alternations /i/ /o/ /u/	Accented 1 st syllable	Accented 2 nd syllable	Adding –ion to words that end in /e/ and /de/
Unit 4	Prefixes sur-, ex-, pre-, post-	Ambiguous vowels au, aw, al	Prefixes en- em- Suffixes –ist, -ism	Words for linking texts	Consolidation
Unit 5	Advanced homophones	Prefixes hyper- sub- inter- intra-	Suffixes –wise Complex consonants ch and qu	Prefixes mono- semi- cent-	Prefixes mil- pent- octo-
Unit 6	Consonant alternation silent to sounded	Suffixes –fy and -ee	Suffixes –ate and -ise	Suffixes –ant and -ent	Consolidation
Unit 7	Challenging words	Prefix -auto	Suffixes –ion and -tion	Greek root therm	Greek root poly
Unit 8	Greek roots aster, scope, hydro	Prefixes pro- and fore-	More complex compound words	Dictionary skills/word games	Consolidation