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| Acacia Ridge SS Curriculum Overviews 2024 – Year 5 | | | | |
| **Learning Area** | **Semester 1** | | **Semester 2** | |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **English**  6hrs | **Unit 1: Short Stories**  Text Type: Humorous Narrative  Literature: Short Stories – Morris Gleitzman  Assessment: Writing and discussing a Humorous Short Story | **Unit 2: Using text structures purposefully**  Text Type: Reports  Literature: Fiction  Assessment: Students analyse a fiction text and create a report to present to an audience. | **Unit 3 Engaging with classic and contemporary literature**  Text Type: Fiction & Non-fiction  Literature: Poetry  Assessment:  Students create their own short story, poem or song and present to an audience. | **Unit 4: Using language to persuade**  Text Type: Persuasive  Literature: Literary Texts  Assessment:  Students create a multimodal persuasive text involving a moral dilemma for a particular purpose and audience. |
| **Maths**  5hrs | **Unit 1**  **Number and place value / Fractions and decimals:**  Assessment task — Fractions, decimals and integers  **Location and transformation:**  Assessment task — Locating ordered pairs and describing transformations  **Data representation and interpretation:**  Assessment task — Interpreting and comparing data displays | **Unit 2**  **Number and place value / Patterns and algebra:**  Assessment task — Identifying number properties and sequencing whole numbers, fractions and decimals  **Using units of measurement (Time):**  Assessment task — Interpreting and using timetables | **Unit 3**  **Number and place value / Patterns and algebra:**  Assessment task — Order of operations and solving problems  **Shape / Geometric Reasoning:**  Assessment task — Investigating angles and constructing prisms and pyramids  **Using units of measurement:**  Assessment task — Solving problems involving length, area, volume and capacity  **Chance:** Assessment task — Describing probabilities and comparing frequencies | **Unit 4**  **Fractions and decimals:**  Assessment task — Calculating fractions and decimals  **Money and financial mathematics:**  Assessment task — Calculating percentage discounts |
| **Science**  1hr  ***Zoe Wood*** | **Unit 1: Making Changes**  **Strand: Biological Science**  Assessment: Testing changes: Reversible or irreversible? | **Unit 3: Our Changing World**  **Strand: Earth and Space Science**  Assessment: Explaining natural events and change | **Unit 2: Energy and Electricity**  **Strand: Physical Science**  Assessment: Analysing energy and electricity | **Unit 4: Life On Earth**  **Strand: Chemical Science**  Assessment: Investigating mouldy bread |
| **HASS**  2hrs | **Unit 1: Australia Past & Present / Australians as Citizens**  Assessment: **I**nvestigate how Australia became a Federation; explore three levels of government and how citizenship rights have changed for different groups. | | **Unit 2: Connections to Places**  Assessment:To compare the places, people and cultures of Australia and Indonesia, identifying how they are connected. To explain how resources can be used to benefit individuals, the community and the environment | |
| **The Arts**  45mins | **Strand: Visual Arts**  Unit 2: Say it with Art  Students explore artworks that inspire the making of a mixed media sculpture that expresses a personal view about a social issue and communicates meaning through display. Assessment: Collection of Work | **Strand: Drama**  Unit 1: Natural Disasters  Students’ devise, perform and respond to a documentary drama.  Assessment: Collection of Work | **Strand: Media Arts**  Unit 3: Music video  Students explore the purpose of music videos and work collaboratively to create a music video.  Assessment: Collection of Work | **Strand: Dance**  Unit 3: Adventures in Dance  Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts. Assessment: Collection of Work |
| **Technologies**  30mins | **Strand: Digital**  **Unit 1 – A-maze-ing Digital Designs**  Students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating | | **Strand: Design**  **Unit 3: Design for Nature**  Students design and make a product that supports wildlife to coexist with humans in the school environment.  Assessment: Collection of Work | |
| **Music**  30mins  ***Joanna Chuang*** | **Unit 3: Rhythmic Riot**  Assessment: Collection of Work | | **School Based Unit: Rock the Riff**  Assessment: Collection of Work | |
| **HPE**  2hrs | **No Health Unit Term 1** | **Strand: Health**  **Unit 2: Let’s All Be Active**  **Unit 2 Fitness Fun** | **Strand: Health**  **Unit 4: Transitioning** | **No Health Unit Term 4** |
| Strand: Movement  Unit 3: All Codes Football | Strand: Movement  Unit 2: Fitness fun | Strand: Movement  Unit 4: Over the Net | Strand: Movement  Junior Lifesaver |
| **Languages**  Chinese 1hr  ***Joanna Chuang*** | **Mealtime**  Assessment: Speaking/ Listening | | **Leisure Life**  Assessment: Speaking, Reading | |