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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 NarrativeLiterature: Short Stories – Morris GleitzmanAssessment: Writing and discussing a Humorous Short Story | **Unit 2: Using text structures purposefully**Text Type: ReportsLiterature: FictionAssessment: 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-fictionLiterature: PoetryAssessment:Students create their own short story, poem or song and present to an audience. | **Unit 4: Using language to persuade**Text Type: PersuasiveLiterature: Literary TextsAssessment: 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 ArtStudents 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 DisastersStudents’ devise, perform and respond to a documentary drama.Assessment: Collection of Work | **Strand: Media Arts** Unit 3: Music videoStudents explore the purpose of music videos and work collaboratively to create a music video. Assessment: Collection of Work | **Strand: Dance** Unit 3: Adventures in DanceStudents 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: MovementUnit 3: All Codes Football | Strand: MovementUnit 2: Fitness fun | Strand: MovementUnit 4: Over the Net | Strand: MovementJunior Lifesaver |
| **Languages**Chinese 1hr***Joanna Chuang*** | **Mealtime**Assessment: Speaking/ Listening | **Leisure Life**Assessment: Speaking, Reading |