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| **Stage 3 Year 5 Term 1 Overview** | | | | | |
| Mathematics learning will be varied. Students will be using “Hotmaths”, “Imaths” and other resources such as “NRICH” when working in mathematics. The emphasis will be on learning via problem solving and working collaboratively on Imaths investigations. Students gain a deeper understanding of mathematical ideas and processes by engaging in real life mathematics: creating, conjecturing, exploring, testing, and verifying. Learning how to explain what they are doing and why using mathematical language will be a major focus this term.  In Literacy this term, 5C is focusing on Visual Literacy*.* Students will learn how to interpret visual information to gain meaning when reading. The focus this term is on picture books and moving images. Later in the term, I will introduce Literacy Circles whereby students work in small groups to discuss a piece of literature which I have chosen. Literacy Circles allows students to become critical thinkers as they read, share thoughts, ask questions, and respond to reading selections. Students will be introduced to roles within a group over the term and expectations and ideas will be modelled so Literacy Circles can be fully introduced next term. | | | | | |
| **ENGLISH** | | | | | |
| **Speaking & Listening** | **Reading and Viewing** | **Writing & Representing** | | **Grammar, Punctuation & Vocabulary** | **Spelling** |
| Compare and explain ways in which spoken language differs from written language according to purpose, audience and context.  Use language forms and features of spoken texts appropriate to a range of purposes and audiences.  Use interaction skills such as voice, volume, tone, pitch and pace. | Students will be using a wide range of media, visual literacy, and texts to understand how texts vary in purpose and structure.  Students will learn to recognise how grammatical features help to build meaning in texts.  In groups, students will apply appropriate reading and comprehension strategies, for e.g. predicting, questioning, visualising, summarising, making connections and inferring. | Persuasive Texts  Suggested types of texts:   * Discussion * Debate * Brochure/poster * Newspaper article * Review * Letter to the editor | | Sentence Level:   * Topic sentence   Clause level   * Main clause (independent clause)   Word level   * Noun * Adjective * Pronoun   Punctuation   * Apostrophe * Comma   Consolidate:  Sentence level – direct and indirect speech  Word level – article, preposition and prepositional phrases | Students will be consolidating spelling rules and letter patterns such as the Magic ‘e’ and plural rules  Spelling rules – Tense and Tricky digraphs  Theme words based on current History and Science topics. |
| **Responding & Composing** | **Handwriting and Using Digital Technologies** | **Thinking Imaginatively and Creatively** | | **Expressing Themselves** | **Reflecting on Learning** |
| Students will identify and discuss how texts have been structured to achieve their purpose and discuss ways language is used to shape readers’ and viewers’ understanding of texts.  Consider and compose arguments and discussions supported by evidence, using text structures and language features. | Students will use a range of software to construct, edit and publish written texts.  Students will be consolidating their handwriting by writing in a legible style. | Students will recognize and explain creative language features in imaginative, informative and persuasive texts. | | Students will make connections between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts. | Students will learn to and be encouraged to recognise, reflect on and assess their strengths as a learner. |
| **MATHS** | | | | | |
| **Number and Algebra** | | | **Measurement & Geometry** | | |
| **Whole Number**  Recognise, represent and order numbers to at least tens of millions  Identify and describe [factors](http://syllabus.bos.nsw.edu.au/glossary/mat/factor/?ajax) and [multiples](http://syllabus.bos.nsw.edu.au/glossary/mat/multiple/?ajax) of [whole numbers](http://syllabus.bos.nsw.edu.au/glossary/mat/whole-number/?ajax) and use them to solve problems  **Addition and Subtraction 1**   * Use efficient mental and written strategies and apply appropriate digital technologies to solve problems * Use estimation and [rounding](http://syllabus.bos.nsw.edu.au/glossary/mat/rounding/?ajax) to check the reasonableness of answers to calculations * Create simple financial plans   **Patterns & Algebra**  Describe, continue and create patterns with [fractions](http://syllabus.bos.nsw.edu.au/glossary/mat/fraction/?ajax), [decimals](http://syllabus.bos.nsw.edu.au/glossary/mat/decimal/?ajax) and [whole numbers](http://syllabus.bos.nsw.edu.au/glossary/mat/whole-number/?ajax) resulting from addition and subtraction  Use equivalent number sentences involving [multiplication](http://syllabus.bos.nsw.edu.au/glossary/mat/multiplication/?ajax) and division to find unknown quantities | | | **Length**  Choose appropriate units of measurement for length   * Calculate the perimeters of [rectangles](http://syllabus.bos.nsw.edu.au/glossary/mat/rectangle/?ajax), squares and triangles using familiar metric units | | |

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| **History – The Australian Colonies (Semester 1)** | | | | | |
| **Students will:**   * Describe and explain the significance of people groups, places and events to the development of Australia * Describe and explain different experiences of people living in Australia over time * Apply a variety of skills of historical inquiry and communication | | | **Students will learn about:**   * The reasons for the establishment of British colonies in Australia after 1800 * The nature of colonial presence * The impact of a significant development or event on a colony * The reasons why people migrated to Australia from Europe and Asia, and their experiences and contributions * The role a significant individual or group played in shaping a colony | | |
| **SCIENCE AND TECHNOLOGY – PHYSICAL WORLD (Semester 1)** | | | | | |
| **Students will:**   * Plan and conduct scientific investigations, collect and summarise data and communicate conclusions * Plan and use materials, tools and equipment to develop solutions for a need or opportunity * Explain how energy is transformed from one form to another * Investigate the effect of increasing or decreasing the strength of a specific contact or non-contact force | | | **Students will learn about:**   * The differences between contact and non-contact forces * How energy is transformed from one form to another * How electrical energy can control movement in products and systems | | |
| **CREATIVE ARTS** | | | | | |
| **Visual Arts** | **Music** | **Dance** | | | **Drama** |
| Experiment with a variety of mixed media during the year. Some of their art lessons will focus on skills, while others may be linked to History, Geography and Science topics. | Students will sing and move to the beat of music, identify structure and changes in pitch, tempo and beat. | Experience dance activities through morning fitness with their grade. | | | Participate in drama activities and plays in class. Students may perform in front of other students or in stage assemblies and role-play historical events. |
| **PD/H/PE** | | | | | |
| **Personal Development and Health** | | | | **Physical Education** | |
| **Bounce Back – Core Values** e.g. honesty and responsibility, kindness and compassion and cooperation  **Focus on Positive Behaviour for Learning** – school and class rules, school expectations, goal setting, building and maintaining positive relationships with peers | | | | Students will practice fundamental movement skills during class fitness, including aerobics and endurance walk.  Students will also learn the rules and play a range of team sports in class and school teams. | |