



# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

## YEAR 5

Term 1, 2024

### English

#### Examining and creating narrative texts

In this unit, students listen to, read and interpret narratives showing understanding of character development, plot and setting. They demonstrate an understanding of narrative plot structure and create a cohesive narrative that develops characters and setting.

#### Spelling

This term, students will be studying the prefixes — 'mis', 'un', 'dis', 'in' and the suffixes — 'y' and 'ly', comparatives and superlatives, the suffixes — 'ful', 'less', 'ness' and 'ment', the word endings — 'le', 'el', 'il' and 'al', the silent letters — 'gn', 'st', 'mb', 'bt', 'gh' and 'ch', ambiguous vowels — 'au', 'aw' and 'al', suffixes — ct + 'ion', ss + 'ion', t + 'ion' and 'e' drop + 'ion' and 'i' before 'e' generalisation exceptions.

#### Grammar and Punctuation

Students will understand when and how to use possessive apostrophes with common and proper nouns.



### Mathematics



#### Number and place value

Make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, use rounding and estimating of whole numbers, 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

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 that are appropriate to different problems, make generalisations.

#### Fractions and decimals

Use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions, and add and subtract simple fractions with the same denominator.

#### Data representation and interpretation

Build an understanding of data, develop the skill of defining numerical and 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.

#### Chance

Identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game.

#### Using units of measurement

Investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

### Humanities and Social Science (HASS)

#### People and the Environment

In this unit, students will investigate:

- 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.



### Science



#### Survival in the Environment

Students investigate the structural features of living things that help them to survive in their environment.

They recognise how the structural and behavioural features of plants and animals are suited for particular Australian environments.



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## Other Learning Areas

### The Arts: Music

#### School Bell to Three Chord Magic



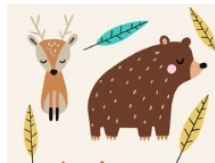
Students begin to explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. Students explore rhythm, pitch, form symbols and terminology to compose and perform. They sing and play music in different styles, demonstrating aural, technical and expressive skills.

Within the context of Making and Responding, students will:

- Perform, read, write and listen to ti-tika & tika-ti repertoire
- Pluck C arpeggio asc & desc (school bell)
- Prepare C E G C' on staff
- Sing and play 2 chord sequences: Am C, Am G and C G7
- Experience repertoire using low la and low so
- Reflect, evaluate own and others' performance

### The Arts: Visual Art

#### The Animal Within



In this unit, students focus on representation of animals as companion, metaphor, totem and predator.

Students will:

- experiment with and use visual conventions and practices (collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view.

### Languages: Japanese

#### What's in a name?



In this unit students explore the concept of names and the meanings they hold in Japan.

Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner.

Students will:

- discuss names, nicknames and surnames
- analyse and organise information into key ideas and supporting details
- create texts about self-identity
- recognise and understand blended sounds and exceptions to phonetic rules when speaking
- participate in intercultural experiences to notice, compare and reflect on language and culture.

### Health and Physical Education: Physical Activity



#### Aussie Chomps

In this context, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They will also examine the benefits of being fit and physically active and how they relate to swimming.

Students will:

- continue to develop/ stroke correction of arm, leg and breathing movements to perform recognised swimming strokes
- understand how timing and effort affect movements and overall stroke performance
- refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge
- understand the benefits of being fit and physically active and how they relate to swimming (distance swimming).

### Health and Physical Education: Health

#### Emotional interactions / Cyber safety

In this unit, students review the information they know about establishing and keeping friendships and relationships. They identify the skills needed to establish and maintain relationships. Students use prior knowledge to discuss the differences between friendships and relationship and also interpret the differences between friendships and their peers. Students discuss the factors that influence theirs and others behaviours through discussion and brainstorming activities. They investigate how feelings, emotions and mood can affect their own and others' behaviours and responses.

Students develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They develop an understanding of bullying, harassment and cyber safety and who to go to for help if they are a victim or witness such behaviours.

### Technologies: Design and Technologies

#### Harvesting good health

In this unit, students explore how competing factors and technologies influence the design of a sustainable service. Students will design a kitchen garden for Eagle Junction State School.

