

Learning Area	Unit Description	Assessment Tasks
English	<p>Year 5: Writing narratives Students listen to, read and view narrative texts demonstrating character development in relation to plot and setting. They demonstrate the ability to develop a main character through a written response.</p> <p>Year 6: Short stories In this unit students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects.</p>	<p>YEAR 5: Short story Students will write a short narrative based on a stimulus. They will demonstrate their ability to develop a character throughout and engage an audience through the use of language features and narrative structure.</p> <p>YEAR 6: Reading comprehension: 'Good Dog' by Morris Gleitzman Students analyse and compare text structures and language features authors use to influence readers. Writing a short story Students write an imaginative and entertaining short story.</p>
Mathematics	<p>Year 5 students will explore: Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes Geometric reasoning — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles. Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plan.</p> <p>Year 6 students will explore: Number and place value - select and apply mental and written strategies and Digital technologies to solve problems involving multiplication and division with whole numbers, solve problems involving all four operations with whole numbers, compare and order positive and negative integers. Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations. Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles. Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.</p>	<p>Year 5: Applying angle concepts Students measure and construct angles.</p> <p>Applying shape and transformation concepts Students make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.</p> <p>Calculating with money Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p> <p>Year 6 Locating integers and describing and transformations Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p> <p>Investigating Angles Students solve problems using the properties of angles.</p> <p>Calculating percentage discounts Students calculate common percentage discounts on sale items.</p>
Science	<p>Year 5: Survival In The Environment Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.</p> <p>Year 6: Rising Salt Students explore how physical conditions of the environment, including methods of watering and salinity, affect the growth and survival of living things. With support, they plan and conduct an open investigation and design solutions to improve agricultural sustainability.</p>	<p>YEAR 5: Creating a creature Students design a creature to survive in a particular environment.</p> <p>YEAR 6: Salinity Investigation Students investigate whether salt water from the sea can be used to water plants in the garden and the affect salt water has on plant growth.</p>
HASS	<p>Year 5: Communities in colonial Australia (1800's) Inquiry questions: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> • key events related to the development of British colonies in Australia after 1800 • the economic, political and social reasons for colonial developments in Australia after 1800 • aspects of daily life for different groups of people during the colonial period in Australia • the effects that colonisation had on the lives of Aboriginal peoples and on the environment • significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration • the significance of individuals and groups in shaping the colonies, especially through inland exploration. <p>Year 6: Making decisions to benefit my community Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i> In this unit, students:</p> <ul style="list-style-type: none"> • investigate a familiar community or regional economics or business issue that may affect the individual or the local community • examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs • identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment • recognise the reasons businesses exist and the different ways they provide goods and services • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms. 	<p>YEAR 5: Communities in colonial Australia (1800's) Students describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia.</p> <p>YEAR 6: Making decisions to benefit my community Students explain ways that resources can be used to benefit individuals, the community and the environment.</p>
Health and Physical Education	<p>Physical Education – People in motion - Athletics Students develop specialised movement skills of running, jumping, landing, and throwing. They apply and combine the above skills in different movement situations.</p>	<p>People in motion - Athletics Students demonstrate skills learnt in various athletic events such as: shot put, high jump, long jump.</p>
The Arts	<p>Music: Let's rock Students will learn 5 individual parts of a song to play as part of a class band. The 4 instruments to be used are glockenspiel (part A and B), Drum pad, Keyboard, and Bass guitar.</p> <p>Drama: Life on the Goldfields Students will perform a presentation in a group depicting a scene that they have developed from their knowledge about life on the Goldfields of Victoria. They will choose a character giving their perspective on the influence that the gold rush had on them.</p>	<p>Let's rock As part of a class band students perform, compose and respond to music</p> <p>Drama: Life on the Goldfields Students devise and perform a dramatic play based on 'life on the Goldfields'. They reflect on drama they make and view.</p>

↑ Parents – Please click the link for each Learning Area to go to the Australian Curriculum website to learn more about each area ↑

