



Term 3 Overview – Year 4/5

This overview outlines the key curriculum covered in each learning area.

2023	English	Maths	Science	HASS	HPE	The Arts	Technology
<p>What we are learning ...</p> <p>Year 4</p>	<p>Year 4 & 5</p> <p>Students read, view and interpret the narrative poem "Fur and Feathers" by AB 'Banjo' Paterson looking at social, cultural and historical contexts.</p> <p>Students will create a digital multimodal transformation of a narrative poem.</p>	<p>Concepts:</p> <p>Recognising and locating fractions</p> <p>Solving purchasing problems</p> <p>Comparing areas and using measurements</p> <p>Developing fluency and problem solving and reasoning skills.</p>	<p>'Fast Forces'</p> <p>Use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects.</p> <p>Use their knowledge of forces to make predictions and play games safely to collect data.</p> <p>Organise data using tables and graphs, identify patterns and communicate findings.</p> <p>Identify how science knowledge helps people understand the effects of their actions.</p>	<p>'Using places sustainably'</p> <p>Students will identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places.</p> <p>Students will investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste. They will also propose actions for caring for the environment and meeting the needs of people.</p>	<p>Focus: 'Care for Self'</p> <p>Health: 'What am I drinking?'</p> <p>Students will interpret health information, including reading drink labels, to identify the product's health value. They will learn to use this information to make decisions for their own health and well-being.</p> <p>Movement (P.E)</p> <p>Students explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.</p>	<p>Media Arts: 'Light and Shadow'</p> <p>In this unit, students explore the work of media artists and collaborate to create a stop motion animation using light and shadow to communicate mood and point of view for an audience.</p> <p>Music- 'Rhythmic riot'</p> <p>In this unit, students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.</p> <p>Dance: 'Dance landscapes'</p> <p>In this unit, students make and respond to dance from Australia and/or Asian countries using culture and landscapes as stimulus.</p>	<p>Digital Technology: 'A-mazing digital designs'</p> <p>Students will describe digital systems and their components and explain how digital systems connect together to form a network.</p> <p>They will create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.</p>
<p>Year 5</p>		<p>Concepts:</p> <p>Continuing patterns</p> <p>Calculating measurements.</p> <p>Developing fluency and problem solving and reasoning skills.</p>	<p>'Now you see it!': students will investigate the properties of light and the formation of shadows, reflection angles, how refraction affects our perceptions of an object's location</p> <p>how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. and consider how improved technology has changed devices and affected peoples' lives.</p>	<p>Communities in colonial Australia (1800s)</p> <p>-examine key events related to the development Australia after 1800</p> <p>-identify economic, political and social reasons for colonial developments</p> <p>-investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment</p> <p>-locate information from sources</p> <p>- describe how and why life changed/stayed the same</p> <p>-identify different viewpoints about the significance of individuals and groups.</p> <p>-sequence significant events/ developments.</p>			
<p>How we will show our understanding ...</p>	<p>Read the poem and answer questions to show their understanding.</p> <p>Plan, draft and edit a text that transforms the poem 'Fur and Feathers' into a multimodal narrative. Use digital software to include images and audio.</p>	<p>Short answer questions to demonstrate understanding of concepts.</p> <p>Complete problem solving to demonstrate application and skills.</p>	<p>Year 4: Conduct an investigation (how contact and non-contact forces are exerted on an object). Design and investigate their own forces game, make a prediction, collect data and identify patterns. Identify when science is used to understand the effect of their actions.</p> <p>Year 5: Construction of shoebox light maze .</p> <p>Answer questions to show understanding and skills.</p>	<p>Year 5: Students will conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?'</p> <p>Year 4: Students will conduct an inquiry to answer the following question: <i>How can people use environments more sustainably?</i></p>	<p>Health- A Collection of Work</p> <p>Investigate a number of drinks and read labels to identify drink labels. They will then make decisions about the best drink choices for their health.</p> <p>PE- Project and demonstration of skills and understanding.</p>	<p>Media Arts- collaborative creation of a music video.</p> <p>Music- perform, compose and respond to music from other cultures.</p> <p>Dance- Collection of work</p>	<p>Japanese- Year 5</p> <p>In this unit, students will use language to communicate ideas and descriptions relating to pets and animals.</p>