



# Term 3 Overview - Year 5/6

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

2023	English	Maths	Science	HASS	HPE	The Arts	Technology
What we are learning ...	Year 5 and 6  <b>'Letter to the future'</b>  Listen to, read and view extracts from literary texts set in earlier times.  Demonstrate understanding of how the events and characters are created within historical contexts.	Concepts:  Continuing patterns  Calculating measurements.  Developing fluency and problem solving and reasoning skills.	<b>'Now you see it!':</b> students will investigate the properties of light and the formation of shadows. reflection angles, how refraction affects our perceptions of an object's location 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.	<b>Communities in colonial Australia (1800s)</b> -examine key events related to the development Australia after 1800 -identify economic, political & social reasons for colonial developments -investigate the effects that colonisation had on the lives of Aboriginal peoples and the environment -locate information from sources - describe how and why life changed/ stayed the same -identify different viewpoints about the significance of individuals and groups. -sequence significant events/ developments.	<b>Focus: 'Care for Self'</b>  <b>Health: 'What am I drinking?'</b> 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.  <b>Movement (P.E)</b> 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.	<b>Media Arts: 'Light and Shadow'</b> 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.  <b>Music-'Rhythmic riot'</b> Make and respond to music by exploring the concept of ostinato.  <b>Dance: 'Dance landscapes'</b> Make and respond to dance from Australia and/or Asian countries using culture and landscapes as stimulus.	<b>Digital Tech: 'Amazing digital designs' (Yr. 5 &amp; 6)</b> Students will describe digital systems and their components and explain how digital systems connect together to form a network. They will create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.  <b>Japanese- Year 6</b> In this unit, students will use language to communicate ideas and descriptions.
Year 6	Create a literary text that establishes time and place for the reader and explores personal experiences.	<b>Concepts:</b> Describe the use of integers in everyday contexts.  Locate integers on a number line.  Locate an ordered pair in any one of the four quadrants on the Cartesian plane Describe combinations of transformations.  Developing fluency and problem solving and reasoning skills.	<b>'Our Changing World'</b> Students explore how sudden geological changes and extreme weather events can affect Earth's surface. Consider the effects of earthquakes and volcanoes on communities. Gather, record and interpret data relating to weather and weather events. Explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. Investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	<b>'Australia in a diverse world'</b> Demonstrate understanding of diversity of places by representing, interpreting & describing data & information about the characteristics of places.  Conduct an inquiry to answer the question: 'How does tourism at the Great Barrier Reef affect people and places?'			
How we will show our understanding...	Write a letter to a student in the future to evoke a sense of time and place.	<b>Year 6</b> Identifying number properties Calculating percentage discounts Locating integers, cartesian planes & transformations Calculating fractions and decimals. <b>Year 5</b> Calculating Measurement	<b>Year 5:</b> Construction of shoebox light maze . Answer questions to show understanding and skills. <b>Year 6:</b> Explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.	<b>Year 5:</b> 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?' <b>Year 6: Collection of work</b> Show understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.	<b>Health-</b> 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. <b>PE-</b> Project and demonstration of skills and understanding.	<b>Media Arts-</b> collaborative creation of a music video. <b>Music-</b> perform, compose and respond to music from other cultures. <b>Dance-</b> Collection of work	<b>Japanese- Year 5</b> In this unit, students will use language to communicate ideas and descriptions relating to pets and animals.