

## ENGLISH

### Exploring narrative through novels and film

In this unit, students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film and convince an audience as to which is their preferred option.

#### **Assessment task - Written comparison (Receptive and Productive)**

Students write a comparison of a novel and its film adaptation and state a preference.

#### **Assessment task – Panel discussion (Productive)**

## MATHEMATICS

In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

This term students will solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.

#### **Assessment Task 1: Generation Geometry**

Applying shape, angle and transformation concepts. **(Measurement)**

Students measure and construct angles, and make connections between three-dimensional objects and their two-dimensional representations. Students describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry.

#### **Assessment Task 2: Solving simple multiplication, division and fraction problems (Number)**

Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. To locate, represent, compare and order fractions and add and subtract fractions with the same denominator.

## SCIENCE

### Now you see it (Unit 3)

In this unit, students will investigate the properties of light and the formation of shadows. They will investigate 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.

#### **Assessment task - Exploring the transfer of light**

Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.

## TERM OVERVIEW

### Year 5 – Term 2

### Together we build the future

## HASS

### Communities in colonial Australia (1800s)

In this unit, students:

examine key events related to the development of British colonies in Australia after 1800

- identify the economic, political and social reasons for colonial developments in Australia after 1800
- investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia
- present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community
- identify different viewpoints about the significance of individuals and groups in shaping the colonies
- sequence significant events and developments that occurred during the development of colonial Australia using timelines.

#### **Assessment task - Communities in Colonial Australia (1800s)**

Students 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?'

## The ARTS

### Drama – Unit 3 Dramatic Transformations Gold Digger Perspectives

#### **Assessment: (Making)**

**Purpose of  
Assessment:** To devise,  
and perform drama  
that explores dramatic  
transformations.