



# SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 5

2021

## TERM 4 OVERVIEW



Learning Area	CONTENT	ASSESSMENT
ENGLISH	<p><b>Unit 6: Exploring narrative through novels and film</b>            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. They discuss with their peers a comparison of a novel and the film adaptation.</p> <p>Students listen to and view narrative films and spoken, written and digital film reviews, to state their personal preference. Students express and justify opinions about aspects of the novels and films during group discussions.</p>	<p>- Group discussions to state and justify a preference between a novel and film version</p> <p>- Monitoring and observations</p>
MATHS	<p><b>Unit 4:</b>  <b>Chance</b></p> <ul style="list-style-type: none"> <li>▪ list possible outcomes of chance experiments,</li> <li>▪ describe and order chance events,</li> <li>▪ express probability on a numerical continuum,</li> <li>▪ compare predictions with actual data,</li> <li>▪ apply probability to games of chance,</li> <li>▪ make predictions in chance experiments.</li> </ul> <p><b>Data representation and interpretation</b></p> <ul style="list-style-type: none"> <li>▪ explore types of data,</li> <li>▪ collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).</li> </ul> <p><b>Location and transformation</b></p> <ul style="list-style-type: none"> <li>▪ explore maps and grids,</li> <li>▪ use a grid to locate and describe locations,</li> <li>▪ describe positions using landmarks and directional language.</li> </ul> <p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>▪ apply mental and written strategies to solve addition, subtraction, multiplication and division problems</li> <li>▪ identify and use factors and multiples</li> <li>▪ use estimation and rounding to check reasonableness</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>▪ apply decimal skills,</li> <li>▪ recognise that the place value system can be extended beyond hundredths,</li> <li>▪ compare order and represent decimals,</li> <li>▪ locate decimals on a number line,</li> <li>▪ extend the number system to thousandths and beyond.</li> </ul> <p><b>Using units of measurement</b></p> <ul style="list-style-type: none"> <li>▪ read and represent 24-hour time,</li> <li>▪ convert between 12-hour and 24-hour time.</li> </ul>	<p>- Short answer assessment 'What is the chance of that?'</p> <p>- Mathematical Guided Inquiry 'What would be the best route for Prep students to take?'</p> <p>- Short answer assessment 'Calculating time and identifying factors and multiples'</p> <p>- Monitoring and observations</p> <p>- Diagnostic Test</p>
SCIENCE	<p><b>Unit 4: Matter Matters</b>            In this unit, students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will pose questions; make predictions and plan investigation methods into the observable properties and behaviour of solids, liquids and gases. Students will understand that scientific understandings about solids liquids and gases are used to inform decision-making and solve or prevent problems.</p>	<p>- Assignment/Project Investigating rates of evaporation and explaining solids, liquids and gases</p>
HASS	<p><b>Unit 5: Consumer decision-making in Australian communities</b>            In this unit, students will examine how to distinguish between needs and wants, identify why choices need to be made about how limited resources are used and investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations. They will then describe a variety of factors influence consumer choices and identify and present findings about different strategies that can be used to help make informed personal consumer and financial choices.</p>	<p>-Assessment task            Students explain how people in communities make decisions about the use of resources to meet their needs and wants.</p>
PROGRAM ACHIEVE	<p><b>PERSISTENCE</b>            Students are working towards the goals of:</p> <ul style="list-style-type: none"> <li>▪ Trying hard when encountering difficult material</li> <li>▪ Staying with difficult tasks until they are completed</li> </ul> <p><b>RESILIENCE</b>            Students are working towards the goals of:</p> <ul style="list-style-type: none"> <li>▪ Remaining calm in confronting or challenging situations.</li> <li>▪ Calming down in a reasonable period of time when very upset and bouncing back to work or play.</li> </ul>	<p>- Monitoring &amp; Observation</p>