



Year Five- Learning and Assessment Unit Work for Semester 2, 2021

The following highlights the Learning and Assessment expectations for Semester 2 2021.

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve. These resources help teachers form a picture of each child's developmental needs.

These may include:

Progressive Achievement Tests in Reading and Numeracy – completed online.

Reading Benchmarks – Running Records and individual reading conferences. (you may have heard this referred to as a reading level or number)

LEM Phonics program

Show Me – Maths testing following The Gympie Maths Alliance resources.

Various screening devices conducted when appropriate by support staff.

The below learning and assessment will be reported on in Semester 2 Report Cards.

	<p>Appreciating poetry Students listen to, read & view a range of poetry, including anthems, odes & other lyric poems from different contexts. They interpret & evaluate poems, analysing how text structures & language features have been constructed by the poet, for specific purposes & effects.</p> <p>Responding to poetry Students listen to, read & view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>
<p>English</p>	<p>Assessment: Poetry analysis Informative response – written Students write a poetry analysis, explaining the topic, purpose & audience of the poem; the tone & mood of the poem; & a personal response to the poem.</p> <p>Digital multimodal narrative Poster/multimodal presentation Students create a digital multimodal transformation of a narrative poem.</p>
	<p>Exploring narrative through novels and film 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 create a written comparison of a novel and the film adaptation. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.</p> <p>Assessment: Written comparison Students write a comparison of a novel and its film adaptation and state a preference.</p>
<p>Mathematics</p>	<p>Students continue to develop understandings of:</p> <ul style="list-style-type: none"> • Number & place value — round & estimate to check if an answer is reasonable, use written strategies to add & subtract, use an array to multiply one- & two-digit numbers, use divisibility rules to divide, solve problems involving computation & apply computation to money problems, adds & subtracts using mental & written strategies including the right-to-left strategy, multiplies whole numbers & divides by a one-digit whole number with & without remainders. • Fractions & decimals — makes connections between fractions & decimals, compares & orders decimals. • Money & financial mathematics — investigate income & expenditure, calculate costs, investigate savings & spending plans, develop & explain simple financial plans. • Patterns & algebra — creates, continues & identifies the rule for patterns involving the addition & subtraction of fractions, use number sentences to find unknown quantities involving multiplication & division

	<ul style="list-style-type: none"> Using units of measurement — chooses appropriate units for length, area, capacity & mass, measures length, area, capacity & mass, problem solves & reasons when applying measurement to answer a question. Location & transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks & plot points, describe symmetry, create symmetrical designs & enlarge shapes. <p>Assessment: Continuing patterns, calculating with money & numbers Short answer questions Students continue patterns by adding & subtracting fractions & decimals & identify & explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems & to plan & calculate simple budgets.</p> <p>Calculating measurements Short answer questions Students choose appropriate units of measurement for length, area, volume, capacity & mass. They calculate perimeter & area of rectangles.</p> <p>Students continue to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems. Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond. Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions. Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time. Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language. Geometric reasoning — estimate and measure angles, construct angles using a protractor. Chance — list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments. Data representation and interpretation — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion). <p>Assessment: Describing chance and probability Short answer questions Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p> <p>Calculating time and identifying factors and multiples Short answer questions Students convert between 12 and 24-hour time. They identify and describe factors and multiples of whole numbers.</p>
Science	<p>Now you see it Students investigate the properties of light & the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light & affect how we perceive the colour of objects, & the relationship between light source distance & shadow height. They plan investigations including posing questions, making predictions, & following & developing methods. They analyse & represent data & communicate findings using a range of text types, including reports & labelled & ray diagrams. They explore the role of light in everyday objects & devices & consider how improved technology has changed devices & affected peoples' lives.</p> <p>Assessment: Exploring the transfer of light Experimental investigation Students plan, predict & conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives & help us solve problems. Students describe ways to improve the fairness of their investigation & communicate ideas & findings.</p>

	<p>Matter matters Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.</p> <p>Assessment: Investigating evaporation and explaining solids, liquids and gases Experimental Investigation Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>
HASS	<p>Communities in colonial Australia (1800's) Inquiry questions: How have individuals & groups in the colonial past contributed to the development of Australia? Students investigate:</p> <ul style="list-style-type: none"> • key events related to the development of British colonies in Australia after 1800 • the economic, political & 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 & on the environment • significant developments & events that impacted on the development of colonial Australia, including the gold rushes & inland exploration • the significance of individuals & groups in shaping the colonies, especially through inland exploration.
	<p>Assessment: To describe how & why life changed & stayed the same for people in a colonial Australian community & describe the significance of an early inland explorer in bringing about change to colonial Australia. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe the significance of people & events/developments in bringing about change • identify the causes & effects of change on particular communities • describe aspects of the past that have remained the same • describe the experiences of different people in the past • examine sources to determine their purpose & to identify different viewpoints • sequence information about events & the lives of individuals in chronological order using timelines • present ideas, findings & conclusions in a range of communication forms using discipline-specific terms & appropriate conventions.
	<p>Participating in Australian Communities Inquiry questions: How have people enacted their values and perceptions about their community, other people and places, past and present? Students investigate:</p> <ul style="list-style-type: none"> • the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • representative democracy and voting processes in Australia • how laws impacted on the lives of people in the past.
<p>Assessment:</p> <ul style="list-style-type: none"> • To investigate democratic values and processes in the school community. • The assessment will gather evidence of the student's ability to: • identify the importance of values and processes to Australia's democracy • describe different views on how to respond to an issue or challenge • identify different viewpoints • generate alternative responses to an issue or challenge • reflect on their learning to independently propose action, describing the possible effects of their proposed 	

	<p>action</p> <ul style="list-style-type: none"> • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.
The Arts	<p>Dramatic transformations</p> <p>Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These include fantasy, puppetry, clowning, mask, media, props and alternate performance spaces.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, play building and scripted drama to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action in drama forms that use more than the human body • rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience • explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts.
	<p>Assessment:</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain how dramatic action and meaning is communicated in drama forms that use more than the human body in drama they make, perform and view • explain how drama from different cultures, times and places influences their own drama making and can use more than the human body • work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama forms (that use more than the human body) for audiences.
	<p>Media</p> <p>Students create a documentary style film to tell the personal story of someone in the school community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view • experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting • compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.
	<p>Assessment:</p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view • explain the purposes and audiences for media artworks made in different cultures, times and places work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.
Digital Technology	<p>A-maze-ing digital designs</p> <p>Students engage in a number of activities, including:</p> <ul style="list-style-type: none"> • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game. <p>Students apply a range of skills and processes when creating digital solutions. They:</p>

	<ul style="list-style-type: none"> • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs • plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.
	<p>Assessment: Portfolio</p> <p>Assessment of student learning will be gathered from an assessment portfolio which includes a collaborative digital solution.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain the fundamentals of digital systems • explain how digital systems are connected to form networks • define problems in terms of data and functional requirements • design a user interface and incorporate decision making and repetition into designs • implement their digital solutions • explain how student solutions are sustainable and meet needs.
Health	<p>Healthy habits</p> <p>Students explore the concepts of health & wellbeing & the importance of healthy habits as a preventative measure. They identify good habits & how they contribute to overall health & wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand the meaning of preventative health • examine the role that preventative health has in maintaining health & wellbeing. • explore a range of community resources & strategies aimed at supporting health & wellbeing. • investigate healthy habits & strategies that promote & maintain health & wellbeing.
	<p>Assessment: Research</p> <p>Students complete an informative written response. They investigate a school procedure & rules related to health & wellbeing & prepare a written response to highlight the importance of these practices as healthy habits. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe their own & others' contribution to health & wellbeing • access & interpret health information & apply problem-solving skills to enhance their own & others' health, safety & wellbeing.
	<p>Multicultural Australia</p> <p>Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore factors that influence identity • explore the changes in lifestyle and identity in Australia • recognise how food choices reflect identity in Australia. • explore the factors that influence people's decisions and behaviours • explore how important people in their lives and media can influence food choices • examine how traditional foods and physical activities contribute to celebrations • examine how cultural understanding and wellbeing is promoted through community events.
	<p>Assessment:</p> <p>Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • explain the influence of people and place on identities • examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.
Music	<p>Rhythmic Riot</p> <p>In this unit, students compose, perform and respond to music exploring the concept of ostinato – a rhythmic or</p>

	melodic pattern that is repeated throughout a section or a whole piece of music.
	Assessment: Composing – Students compose a melody with rhythmic ostinatos as an accompaniment. Performing – In a small group, students sing a song with a rhythmic accompaniment played on cups.
Physical Education	Ball Striking, Throwing and Catching Students play modified games and activities related to cricket and touch football to develop various skills. In cricket these include striking a moving ball with a bat, under and overarm throwing to a target and catching and fielding with anticipation. In touch football these include passing and catching while running, evasion and team work.
	Assessment: Practical assessment challenge and observation during unit
	Swimming Students participate in swimming lesson in Term 4.
	Assessment: Students are assessed on swimming technique and water safety.
LOTE	Games Unit: How do we play? In this unit, students will explore the concept of play and its universality across cultures. They will investigate play in the context of an Olympic theme. Students will: <ul style="list-style-type: none"> • Learn how to pronounce a range of Sports and Olympic Countries in Japanese • Explore the use of Katakana in relation to foreign 'borrowed' words. • Play a card game in Japanese using conversational Japanese (Uno) • Reflect on cultural values expressed through game play.
	Assessment: Students will be assessed based on a folio of work completed over the Semester.

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