



Stafford Heights State School Curriculum Overview Term 1, 2021—Year 5A

Maths

Students develop understandings of:

Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems, make generalisations

Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator

Using units of measurement — investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles

Chance — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game

Data representation and interpretation — build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.

English

Exploring character and setting in texts

Students explore a text to explain the author's use of language to describe characters, settings and events. They also write a persuasive letter to express a preference and give reasons .

The Arts

Visual Art—The animal within

In this unit, students focus on representation of animals as companion, metaphor, totem and predator.

Drama—Natural Disasters

Students will make and respond to drama, exploring the impact of natural disasters on communities. They will explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods. Students will explore documentary drama and develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action.

Music- Around the World with music

Students will make and respond to music exploring the music-making of other cultures and demonstrating an understanding of the elements of music. They will demonstrate aural, expressive and technical skills by singing and playing instruments with accurate pitch, rhythm and expression.

Science

Survival in the environment

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

Health and Physical Education

Emotional interactions

Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.

Surf Junior Lifesaver

In this context students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue situations.

Languages

Who are you?

Students use language to communicate ideas relating to names and personal identity in a culturally appropriate manner. .

HASS

People and the environment

Inquiry Question

How do people and environments influence one another?

Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.

Managing Australian communities

Inquiry Question

How are people and environments managed in Australian communities?

Students will identify how legal and environmental issues in Australian communities can be managed.

Technologies

Digital Technologies—Data changing our world

In Semester One, students will investigate how information systems meet local and community needs and will create a spreadsheet solution.