




HILDER ROAD YEAR 5 Term 3 CURRICULUM OVERVIEW

EDUCATION IS LIFE

<p>English</p> <p>Learners engage with various texts, for example films, novels, non-fiction, dramas, and persuasive speeches to model and create their own persuasive responses. They develop independent reading skills by monitoring and building meaning. Through these texts, learners explore ethical dilemmas and analyse how point of view and influence shape audience response. They create spoken and written persuasive responses to text and real-world issues, practising speaking skills like tone, volume, pitch, and pace in formal and informal settings.</p> <p>For assessment, learners share, develop and expand on ideas and opinions for a particular purpose and audience.</p>	<p>Mathematics</p> <p>Learners further develop mathematical skills and positive attitudes by:</p> <ul style="list-style-type: none"> • using common percentages for proportional comparisons in everyday contexts • comparing, ordering, and solving addition and subtraction problems with fractions • applying mathematical modelling to solve practical problems and report findings • constructing objects using knowledge of shapes and nets • solving perimeter and area problems for regular and irregular spaces using metric units • choosing appropriate units to measure length, mass, and capacity • using tools like protractors and digital devices to construct and measure angles 	<p>Science</p> <p>Now you see it!</p> <p>Learners investigate light properties and shadow formation, including reflection angles, refraction effects, colour perception through filters, and how light source distance affects shadow size. They plan and conduct investigations, analyse data, and communicate findings using reports and diagrams. Learners also explore light's role in everyday devices and how technological advances have impacted lives.</p> <p>Humanities and Social Sciences (HASS)</p> <p>In this unit, learners explore key events and reasons behind British colonial development in Australia after 1800, investigating the impact on Aboriginal peoples and the environment. They research daily life for different groups, present narratives about changes and continuities in colonial communities, consider different viewpoints on the roles of individuals and groups, and sequence significant events using timelines.</p>
<p>Technology - Digital</p> <p>Learners explore digital systems and data transmission, design and modify algorithms, and use visual programming to create maze games collaboratively. They define problems, design interfaces, implement solutions, evaluate outcomes, and communicate ideas while working together.</p>	<p>The Arts</p> <p>Media Arts</p> <p>Learners create a documentary film using techniques to shape and present information. They collaborate with media technology, present their work digitally, and compare cultural representations, including Aboriginal and Torres Strait Islander perspectives.</p> <p>Music (Specialist Teacher)</p> <p>Learners will develop their skills on the ukulele, focusing on basic chords, strumming patterns, and simple songs.</p> <p>Dance (Specialist Teacher)</p> <p>Learners make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.</p>	<p>Health and Physical Education (Specialist Teacher)</p> <p>Health</p> <p>Learners gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.</p> <p>Physical Education</p> <p>Learners identify and explain the health-related fitness components used in basketball. They explain the significance of physical activity to their everyday health and wellbeing.</p>
<p>Chinese (Specialist teacher)</p> <p>Learners use language to communicate ideas relating to interests, activities and personality traits.</p> <p>Learners will:</p> <ul style="list-style-type: none"> • discuss leisure activities and interests • gather, classify and compare information about interests of Chinese-speaking children • create bilingual profiles based on interests • identify borrowed words used to discuss interests • understand how language reflects roles and relationships 	<p>Special Events</p> <p>School Assembly every Tuesday 2.20pm</p> <p>Eureka Gold Rush Excursion – 15th July</p> <p>NAIDOC Week 14th – 18th July</p> <p>Student Council Fundraising – FREE DRESS – Pyjama Day – Friday 1st August</p> <p>Book Fair 4th, 5th and 6th of August</p> <p>Rising Stars Beenleigh Eisteddfod Friday 8th August</p> <p>Science Week 11th, 12th August</p> <p>Book Week Parade Friday 15th August</p> <p>School Musical – Superstan 23rd, 24th August</p> 	<p>Trivia Night – Friday 29th August</p> <p>P&C Fathers' Day Stall 3rd, 4th September</p> <p>Student Free Day (no school) Friday 5th September</p> <p>Parent Teacher Interviews 3.15pm-7.45pm - Monday 8th and Monday 15th of September</p> <p>Last day of Term: Friday 19th of September</p>

