



HILDER ROAD YEAR 5 Term 2 CURRICULUM OVERVIEW

EDUCATION IS LIFE

<p>English</p> <p>Learners engage with a variety of informative texts which supply technical information and content about a wide range of topics. Learners read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.</p> <p>Through texts, learners explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included.</p> <p>For assessment learners will read, view and comprehend an informative text and create a written and multimodal informative text about a natural disaster.</p>	<p>Mathematics</p> <p>Learners develop mathematical proficiency by:</p> <ul style="list-style-type: none"> experimenting with factors and multiples using materials and diagrams solving multiplication and division equations with arrays and diagrams building fluency in multiplication facts developing strategies for multiplication and division using mathematical modelling for financial problems and reporting conclusions estimating to check calculation reasonableness converting between 12- and 24-hour time in practical problems 	<p>Science</p> <p>Earth and Space Sciences</p> <p>Learners will:</p> <ul style="list-style-type: none"> investigate how wind, water, weather and gravity shape landscapes through erosion and deposition, and how human activities like deforestation and development can accelerate these changes explore how collaboration between experts (e.g., geologists, hydrologists, farmers) has led to erosion-management techniques and how this knowledge is used to design protective landscape features collect and analyse fieldwork and experimental data, considering safety and cultural protocols when working on Country/Place use their data to predict future landscape changes and propose erosion-mitigation strategies, such as managing beach erosion or stabilising construction sites
<p>Humanities and Social Sciences (HASS)</p> <p>Learners will:</p> <ul style="list-style-type: none"> explore how Australian communities are impacted by the interconnection of people, places, and environments investigate the role of laws and regulations in managing communities and environments examine how people influence the human characteristics of places, including zoning recognise Aboriginal and Torres Strait Islander ways of managing land and resources investigate environmental challenges, such as natural hazards, and their effects on communities explore principles for minimizing the impact of natural hazards interpret data on citizen responses to natural hazards propose ways citizens can respond to natural hazards and predict the effects of these actions 	<p>The Arts</p> <p>Visual Arts</p> <p>Learners use the design process to develop a concept drawing of a shelter for a particular site and purpose.</p> <p>Music (specialist teacher)</p> <p>Learners make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p> <p>Drama (specialist teacher)</p> <p>Learners explain how the elements of drama are used in drama they experience, create and perform. They describe how drama across cultures, times and places communicates ideas, perspectives and meaning, and how drama is used to sustain and revitalise cultures.</p>	<p>Health and Physical Education</p> <p>Health</p> <p>Learners recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Learners will identify practices that keep themselves and others safe and well.</p> <p>Physical Education (specialist teacher)</p> <p>Learners perform specialised movement skills of throwing and catching in the context of tennis, hockey, and badminton. They propose and combine movement concepts and strategies from these sports in game situations to achieve movement outcomes and solve movement challenges. Learners apply social and personal skills to demonstrate fair play and work collaboratively in activities and games.</p>
<p>Technology</p> <p>Design</p> <p>Learners will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.</p>	<p>Chinese (specialist teacher)</p> <p>Learners use language to communicate ideas about interests, activities and personality. They discuss leisure activities, compare interests of Chinese-speaking children, create bilingual profiles, identify borrowed words, and explore how language reflects roles and relationships.</p>	<p>Special Events</p> <p>School Assembly every Tuesday 2.20pm Musical Rehearsal every Wednesday 3.15pm-4.30pm ThinkUKnow Cyber Safety Presentation – 21st April Make and Meld Incursion – Thursday, 23rd April and Wednesday 27th May Labour Day Public Holiday – Monday, 4th May Mothers' Day Stall – 6th and 7th May Instrumental Morning Music Concert – 2nd June Last day of Term – 26th June</p>