

OVERVIEW OF EXPECTED OUTCOMES - TERM 1 – 2017

Oxley State School



YEAR 5	Expected Outcomes	Assessment	Week
English	<p>Unit 1: Examining and creating fantasy texts (Term 1, Weeks 1-8)</p> <p>In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p>	<p>Writing: Whole School Writing Task</p>	<p><i>Week 2</i></p>
	<p>Unit 2: Examining media texts (Term 1, Week 9 – 10, Term 2, Weeks 1-4)</p> <p>In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</p> <p>Key Text: “The Forrest of Silence” and a variety of both fiction and non-fiction texts.</p> <p>Reading: Comprehension: Focus on strategies from STARS program and strategies identified in student reading assessment.</p> <p>Spelling: Students will develop their spelling skills and knowledge through the Spelling Mastery program.</p>	<p>Imaginative response — Written</p> <p>Students write the first chapter of a fantasy novel, creating a ‘good’ and ‘evil’ character, and establish setting.</p> <p>PM/Probe: Diagnostic reading assessment (Non-Fiction)</p>	<p><i>Week 8</i></p> <p><i>Week 5</i></p>

<p>Mathematics</p>	<p>Unit 1: Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, round & estimate whole numbers, represent multiplication using the split & compensate strategy, choose appropriate procedures to represent the split & compensate strategy of multiplication, use a written strategy to add & subtract, round & estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies & informal recording methods, compare & evaluate strategies that are appropriate to different problems, make generalisations. • Fractions and decimals — use models to represent fractions, count on & count back using unit fractions, identify & compare unit fractions using a range of representations & solve problems using unit fractions, add & subtract simple fractions with the same denominator. • Using units of measurement — investigate time, read & represent 24-hour time, measure dimensions, estimate & measure the perimeters of rectangles, investigate metric units of area measurement, estimate & calculate area of rectangles. • Data representation & interpretation — define numerical & categorical data, generate sample questions, explain why data is either numerical or categorical, explore why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data • Chance — identify & describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment & investigate the fairness of a game. 	<p>PAT-M</p> <p>Number Facts Test</p> <p>Digging into data <i>Short answer questions</i> Students classify and interpret data and pose questions to gather data.</p> <p>Multiplicative reasoning and fractions <i>Short answer questions</i> Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator.</p>	<p><i>Weeks 1 -2</i></p> <p><i>Weeks 2</i></p> <p><i>Week 2</i></p> <p><i>Week 8</i></p>
<p>Science</p>	<p>Our place in the solar system In this unit, students will describe the key features of our solar system including planets and stars. They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p>Students will write a report for a magazine. The report will be about exploration of our solar system. The report should include:</p> <ul style="list-style-type: none"> • key features of our solar system (e.g. the planets) • information about how different people contribute to our science knowledge of the solar system • information about how scientific developments affect our lives. 	<p><i>Week 9/10</i></p>

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YEAR 5	Overview of Expected Outcomes	Assessment	Week
Geography	<p>Exploring how people and places affect one another</p> <ul style="list-style-type: none"> - Students will investigate the inquiry question identified from the Australian Curriculum Geography - How do people and environments influence one another? 	Students will demonstrate an understanding of the characteristics of places and spatial concepts by representing and interpreting data in a variety of forms.	Week 5, 7, 9
Health / Physical Education	<p>Health: Emotional interactions</p> <p>In this unit students will review the information they know about establishing and keeping friendships and relationships. They will identify the skills need to establish and maintain relationships. Students will use prior knowledge to discuss the differences between friendships and relationships and also interpret the differences between friendships and their peers. Students will discuss the factors that influence theirs and others' behaviours through discussion and brainstorming activities. They will investigate how feelings, emotions and mood can affect their own and others' behaviours and responses. Students will develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They will develop an understanding of bullying and harassment, and who to go to for help if they are a victim or witness such behaviours. Finally students will discuss their overall emotional health, safety and wellbeing.</p> <p>Physical Education: Swimming</p> <p>Students will develop and extend the swimming strokes freestyle, backstroke, breaststroke and survival backstroke. They will learn to perform lifesaving skills of stride entry and treading water.</p>	<p>Project/Assignment: Students will recognise the influence of emotions on behaviours and describe factors that influence how people interact. They will also describe their own and others' contributions to health, safety and wellbeing, and demonstrate skills to work collaboratively.</p> <p>Swimming Stage Level Checklist (Royal Life Saving)</p>	<p>Week 10</p> <p>Week 9</p>
Technology	<p>Design Technology:</p> <p>Students will design, make and appraise a woven piece.</p>	Students will design, make and appraise a woven piece.	Week 7
The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<p><u>Visual Arts</u></p> <p>Elements of Art: Students create and display a range of visual art pieces. (Line, shape, texture, colour). They also respond to and reflect on the artwork of their peers.</p> <p><u>Music</u></p> <p>Rhythm and Melody: Students will continue to consolidate and extend their repertoire of more complex rhymes and songs. Students will have the opportunity to perform a selection of rhythmic and melodic ostinato, rhythmic and melodic canons, partner songs, accompaniments (including drone and bordun) as individuals and as a group.</p> <p>Students will learn to play two chords on the Ukulele and a repertoire of 5 songs using these chords. Students will continue to consolidate their recorder skills including playing and improvising using the notes C D E F G A B C' and D'.</p>	<p><i>Collection of work</i></p> <p><i>Students perform a sung canon with a small group.</i></p> <p><i>Students create own words to the Limerick Song.</i></p> <p><i>Students play Ukulele and sing a song using two chords (F and C).</i></p>	<p><i>Throughout the term</i></p> <p>4-6</p> <p>10</p> <p>7-10</p>

<p>LOTE</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Be able to transit between Chinese and English. 2. Realize the similarities and differences between Chinese and English. 3. Get familiar with Chinese pronunciation system—pinyin. 4. Be able to use pinyin to speak and write Chinese. 5. Be able to say greetings in Chinese. 6. Develop skills to compose a conversation in Chinese. 	<p><i>1. Speaking task: Say appropriate greetings in Chinese according to circumstances.</i></p>	<p><i>Weeks 8-9</i></p>
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