

OVERVIEW OF EXPECTED OUTCOMES - TERM 3 – 2017

Oxley State School



YEAR 5	Expected Outcomes	Assessment	Week
English	<p>Unit 4: Appreciating poetry In this unit, students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.</p> <p>Unit 5: Responding to poetry In this unit, students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p>Unit 4: Poetry analysis <i>Written</i> Students write a poetry analysis, explaining the topic; purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.</p> <p>Unit 5: Digital multimodal narrative <i>Poster/multimodal presentation</i> Students create a digital multimodal transformation of a narrative poem.</p>	<p><i>Term 3, Week 8</i></p> <p><i>Term 4, Week 5/6</i></p>
Mathematics	<ul style="list-style-type: none"> • Number and place value — round & estimate to check 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, multiplies whole numbers & divides by a one-digit whole number with & without remainders • Fractions and decimals — makes connections between fractions & decimals, compares & orders decimals • Money and financial mathematics — investigate income & expenditure, calculate costs, investigate savings & spending plans, develop & explain simple financial plans. • Patterns and algebra — creates, continues & identifies the rule for patterns involving the addition & subtraction of fractions, use number sentences to find unknown quantities involving multiplication & division • Using units of measurement — chooses appropriate units for length, area, capacity & mass, measures length, area, capacity & mass, finds perimeter, problem solves & reasons when applying measurement to answer a question • Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks & plot points, describe symmetry, create symmetrical designs & enlarge shapes. 	<p>Patterns, money and numbers (Eggcellent Idea) <i>Short answer questions</i> Students continue patterns by adding and subtracting whole numbers, fractions and decimals and find unknown quantities in number sentences. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p> <p>Calculating measurements (Year 5 Great Garden) <i>Short answer questions</i> Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.</p>	<p><i>Week 5</i></p> <p><i>Week 10</i></p>

YEAR 5	Overview of Expected Outcomes	Assessment	Week
Science	<p>Now you see it In this unit, students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p>Experimental Investigation – Exploring the Transfer of Light Students will complete an experimental investigation about light. There are three parts to the challenge. Part A: The magic of light Construct a model of a maze using a specific template and then transmit light through the maze using mirrors. Part B: 'TADA!' Alter the appearance of the light exiting the maze in some way using your scientific knowledge. Part C: Light up my life! Describe how a light source invention can affect an individual's life.</p>	Week 10
History	<p>Investigating the colonial period in Australia In this unit students will investigate the following questions: -What were the significant events and who were the significant people that shaped Australian colonies? -What do we know about the lives of people in Australia's colonial past and how do we know? In this unit, students: -recognise key events in Australia during the colonial period after 1800 -investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration -appreciate the impacts of significant developments and events - the gold rush and the Eureka Stockade -pose questions to investigate the significance of individuals and groups in shaping the colonies -describe the significance of individuals and events in shaping the colonies.</p>	<p>Research Task – The Gold Rush To conduct a historical inquiry to investigate how Peter Lalor and the Eureka Stockade were significant in bringing about change in Australian democracy.</p>	Week 10
Health / Physical Education	<p>PE: Skills & Strategy All Codes Football Students will perform the specialised movement skills of passing, catching and kicking within the context of All Codes Football. They will propose and combine Football movement concepts and strategies in game situations to solve movement challenges. Students will demonstrate social and personal skills to work collaboratively and play fairly during games and physical activity.</p>	National Curriculum Unit Checklist	Weeks 9/10 Ongoing
Technology / ICT	<p>Design Technology Students will design, make and appraise a periscope. (Link to Science unit – 'Light')</p>	Periscope task	Week 7

The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<p>Dance: Students will explore a range of interpretive and technical dance movements. They will observe short movement sequences, and in small groups modify the sequences to create their own dance.</p> <p>Music: As part of Oxley’s developmental music program, students will continue to consolidate and extend their musical skills through group and individual movement, speaking, singing and playing to live and recorded music, exploring elements of beat, rhythm, pitch, harmony, ostinato, canon and accompaniment. Students will discover, through known songs, ‘fah’ in the sol-fa scale and be able to read and write it on the staff. Students will experiment with accompanying a known song with I V harmonies and chords.</p>	<p>Students will work in small groups, using dance elements to modify a set movement sequences then perform this sequence for the class.</p> <p>Students will play the melody of a known song including s-f-m-r-d on recorder or xylophone.</p> <p>Students will play ‘Staff Wars’. (Written)</p> <p>Students will perform a song with I V accompaniment in a small group.</p>	<p>9-10</p> <p>4-7</p> <p>5-9</p> <p>7-10</p>
LOTE	<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 say new Chinese new terms independently with pinyin. 5. Be able to express their own preferences and abilities in Chinese. 6. Develop skills to compose a conversation to talk about their likes and dislikes in Chinese. 	<ol style="list-style-type: none"> 1. <i>Listening comprehension task: Things they like</i> 2. <i>Speaking task: Talk about their hobby.</i> 	<p>Weeks 1-7</p> <p>Week 8-10</p>

At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C)