


Aspley State School		Year 5		Term 3 Overview	
AUSTRALIAN CURRICULUM 2018					
ENGLISH		MATHEMATICS		HEALTH AND PHYSICAL EDUCATION (HPE)	
<p>The English unit this term focuses on reading and viewing <i>The Lorax</i> and <i>Stormboy</i> with the intent to compare the texts.</p> <p>Integrated into the English unit will be a continuing focus on the correct and effective use of grammar, punctuation, vocabulary and spelling. Explicit teaching of phrases and clauses will occur in order to enhance the writing of simple, compound and complex sentences.</p> <p>In addition to reading the above mentioned novels, children will be involved in a range of activities; such as individual, paired and small group reading to develop their comprehension skills.</p> <p>The main emphasis this term in speaking is the presentation of a polished speech for <i>Aspley Speaks Out</i>.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Written comparison of the <i>Stormboy</i> novel and film.</li><li>Comprehension diagnostics</li><li><i>Aspley Speaks Out</i> speech</li></ul>		<p>In the Number and Algebra strand, the main concepts studied will be equivalent fractions, the addition and subtraction of fractions, and patterning with decimals and fractions. Children will also develop their skill with the algorithms of multiplication and division, factors and multiples, rounding and calculating averages.</p> <p>The emphasis in measurement will be the introduction of 24-hour time, the metric units of millimetres and cubic metres. How to find the volume of rectangular prisms, rotational symmetry, views and nets of 3D objects and using coordinates are the geometry concepts for development this term.</p> <p>In statistics and probability, students will continue working on interpreting and drawing line graphs, understanding circle graphs, collecting and investigating data and chance events.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Work samples</li><li>Teacher observations</li><li>End of term tests</li></ul>		<p><b>Movement and Physical Activity</b></p> <p>This term students will be participating in and learning volleyball. Students will build their skills in serving, setting, digging, striking and blocking.</p> <p><b>Assessment:</b></p> <p>Students will be assessed on each component of volleyball. Observations and iPad footage will be used to assess the students in areas of volleyball (serving, setting, digging, striking and blocking) and understanding the rules and playing as part of a team.</p> <p><b>Personal, Social and Community Health</b></p> <p>As part of this semester's Design Technology unit students will be drawing on the <i>Australian Guide to Healthy Eating</i> to plan and create a healthy drink or breakfast. The design component is to create a safe environment in which to make their drink or breakfast with a focus on hygiene, food safety and safe practices.</p>	
SCIENCE		HASS		JAPANESE	
<p>Students will explore how the patterns in the sky relate to days, months and years. Through hands-on activities and student-planned investigations, they will develop an understanding of how observation and models can be used to shape ideas. The elements of our Solar System and Earth's position within it will also be investigated.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Book / journal work</li><li>Represent information using models</li><li>Labelled scientific diagrams (annotated diagrams)</li><li>Formal written assessment task</li></ul>		<p>Communities in Colonial Australia is the Term 3 HASS unit. In this unit, students will examine the key events related to the development of British Colonies in Australia after 1800 and the economic, political and social reasons for these developments. Throughout the unit, the students will be locating information from services, identifying different viewpoints and sequencing significant events on timelines.</p> <p><b>Assessment:</b></p> <p>In addition to in-class activities, students will conduct an inquiry to answer the question, "How and why did the lives of the people in the Australian colonies change or stay the same because of the Gold Rush?"</p>		<p>The focus of term 3 language expressions are the continuation of numbers up to 100 including the kanji, phrases relating to age, year level and birthday months. The Hiragana focus will be ま ma, み mi, む mu, め me, も mo and や ya, ゆ yu, よ yo. We will also continue to revise hiragana from a あ through to ho ほ. These focus expressions and hiragana will be assessed with listening, reading and some written tasks.</p> <div></div>	
				THE ARTS	
				<p><b>Music</b></p> <p>This term students will be learning to understand and respond to a range of musical elements through singing, playing instruments, listening, composing and movement. Students will continue to learn to sing, read, write and perform Kodaly rhythmic patterns containing ta, ti-ti, za, tika-tika, minim, ti-tika, tika-ti and syn-co-pa. Students will focus on Descant Recorder which allow them to read, write and play Treble Clef Notation B, A, G, E, C, High D and Low D on the staff. In addition, children will study the musical form 'Theme and Variation' with the focus of composing and performing their own variation of the well-known song 'Hot Cross Buns'.</p> <p><b>Assessment:</b></p> <p>Composing an individual 'Theme and Variation' of Hot Cross Buns using learnt rhythmic patterns and treble clef notation BAGEC High D and Low D. Students will also perform their individual compositions as an assessment item. Weekly singing assessment (ongoing) Ongoing formative assessment will be taking place through this term with students working towards summative assessment tasks which will take place in Term 4 2018.</p>	
				<p><b>Visual Arts</b></p> <p>Students will complete a range of projects based around colour, texture and line.</p> <p><b>Assessment:</b></p> <p>Completed artworks</p>	
				TECHNOLOGY	
				<p>In Design and Technology, students will design a safe and hygienic environment to make a healthy smoothie or breakfast at school that meets a specific need based on the healthy eating guides</p> <p><b>Assessment:</b></p> <p>Portfolio</p>	

