

ENGLISH	<p>Persuading Others</p> <p>In this unit, students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work. Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience. Students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace.</p>
MATHS	<p>In this unit students focus on:</p> <ul style="list-style-type: none"> • Number and place value - round and estimate, multiply one-digit and two-digit numbers, use divisibility rules, solve money problems, multiply, add and subtract using varied strategies, divide by a one-digit whole number with and without remainders. • Fractions and decimals - connections between fractions and decimals, compare and order decimals. • Money and financial mathematics - income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Patterns and algebra - create, continue and identify patterns involving addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division. • Using units of measurement – Identify and measure appropriate units for length, area, capacity and mass; problem-solve and reason when applying measurement to answer a question. • Location and transformation - mapping conventions, interpret simple maps, use alphanumeric grids, symmetry
SCIENCE	<p>Now you see it</p> <p>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, make predictions and develop methods. They will analyse, represent data and communicate findings. Students will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected lives.</p>
HASS	<p>Managing Australian communities</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines.
HEALTH	<p>Multicultural Australia</p> <p>In this unit, students 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>
TECHNOLOGY	<p>DIGITAL TECHNOLOGY: A-maze-ing digital designs</p> <p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> • investigating the functions and interactions of digital components and data transmission in simple networks • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game.
HPE	<p>Students will participate in team games, practise ball skills and learn game play skills in a variety of team sports.</p>
THE ARTS	<p>Drama – Dramatic Transformations</p> <p>This term the children in grades 5 will be introduced to Drama. Students will explore dramatic action through improvisations, play building and scripted drama to develop characters and situations.</p>
JAPANESE	<p>Important Places</p> <p>This term in Japanese, students will be learning about important places. They will look at:</p> <ul style="list-style-type: none"> • Japanese homes and compare them to homes in Australia • Japanese and Australian rooms and floor plans and label key features
HOMEWORK	<p>Science, Spelling and Maths revision will be the focus for homework this term. Some weeks there will be a special focus.</p>
EVENTS	<p>22nd July NAIDOC Week Parade 29th July Instrumental Music Eisteddfod Week 6 Science Week Week 7 Book Week 28th Aug Father's Day Stall 30th Aug Pupil Free Day 2nd Sept Year 5 Parade Item Week 9 Parent Teacher Interviews</p>