

ENGLISH	Persuading Others 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.			
MATHS	In this unit students focus on: Number <ul style="list-style-type: none"> using common percentages to make proportional comparisons of quantities in everyday contexts, applying understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators, and using mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions. Space <ul style="list-style-type: none"> applying an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects. Measurement <ul style="list-style-type: none"> solving practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units, deciding on the appropriate unit when measuring length, mass and capacity of objects, and using appropriate instruments such as protractors and digital tools to construct and measure angles in degrees. 			
SCIENCE	Now you see it 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.			
HASS	Managing Australian communities In this unit, students: <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	Multicultural Australia 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.			
TECHNOLOGY	DIGITAL TECHNOLOGY: A-maze-ing digital designs In this unit students engage in several activities, including: <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	Built for a B-Ball In this unit, students identify and explain the health-related fitness components used in basketball. They explain the significance of physical activity to their everyday health and wellbeing.			
THE ARTS	DANCE In this unit students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme (meaning). Students will: <ul style="list-style-type: none"> explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination perform dance using expressive skills to communicate a choreographer's ideas on symmetry and explain how the elements of dance and production elements communicate ideas about symmetry 			
JAPANESE	Welcome to my School This term in Japanese, students will be using language to compare the lives of students in Australia with the lives of students living in Japan. They will look at facts about Japan and Japanese schools, mandatory years, school terms and subjects studied. They will write a letter to a new class introducing themselves.			
HOMEWORK	The focus for homework this term will be reading, spelling and maths. There may be projects given to students to complete over several weeks related to curriculum content.			
EVENTS	21 st July 28 th July Week 5 15 th August Week 6 28 th August	NAIDOC Week Parade Instrumental Music Eisteddfod Science Week – <i>'Decoding the Universe'</i> Soccer Cluster Day (Yr 5/6) Book Week – <i>'Book an Adventure'</i> Instrumental Music Showcase @ HSSC	3 rd September 4 th September 5 th September 8 th September Week 9	Father's Day Stall Choir Workshop @ HSSC Pupil Free Day Year 5 Parade Item Parent Teacher Interviews