



Always our Best

## YEAR 5 News | Term 3 2022

### CURRICULUM FOCUS

	<b>Content</b>	<b>Assessment</b>
<b>ENGLISH</b>	Students will examine structure and text specific language features to write an information report.	Students are reading and viewing texts about the gold rush. They will use the information from the texts to create an information report answering the inquiry question "How and why did the lives of people in the Australian colonies change or stay the same because of the Gold Rush?"
<b>MATHS</b>	Students will investigate problem solving in measurement and will choose appropriate units of measurement for length, area, volume, capacity and mass and calculate perimeter and area of rectangles using familiar metric units. They will create simple financial plans. They will continue to focus on number concepts throughout the term.	Students will complete a selection of tests, investigations and observations to demonstrate their knowledge in these areas.
<b>HASS</b>	Students will explore the inquiry questions, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the Gold Rush?'	Students will be assessed using a portfolio of activities.
<b>SCIENCE</b>	Students will explore structural features and adaptations of plants and animals and analyse how these features allow them to survive in their environment.	Students will plan and conduct, an investigation about huddling an animal adaptation to keep warm. They will also complete a knowledge and understanding assessment.
<b>DRAMA</b>	Students will explore elements of drama including role, character and relationships, voice and movement and language, ideas and dramatic action.	Students will perform a dramatisation including freeze frames of life in the Australian gold fields during the Gold Rush.
<b>MUSIC</b>	Students will explore the concept of performance, learning about purpose, contexts and the way performers and the audiences behave in different contexts.	Students will provide a written analysis of a musical performance.
<b>FRENCH</b>	Students label a diagram of their family and introduce each member in French. They identify differences between spoken and written forms of French.	Students label a diagram of their own family and introduce each member family in French. They reflect on the use of silent letters in written and spoken French, in contrast to their use in English.
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	In Health, students will develop an understanding of the importance of good nutrition and active lifestyles to maintain health and wellbeing. In Physical Education, students will develop understandings of fair play and the ability to collaborate with others in team environments.	In Health, students will complete a written assessment on the benefits of healthy nutrition and an active lifestyle to overall health and wellbeing. In Physical Education, students will be assessed on their specialised passing, catching and movement skills in touch football and their striking and fielding skills in T ball. Students will also be assessed on their ability to work in a team and play fairly.



Sound Waves Student Login Site:

[https://online.fireflyeducation.com.au/services/student\\_login/soundwaves](https://online.fireflyeducation.com.au/services/student_login/soundwaves)

### Sound Waves Class Codes

<b>5H</b>	torn155	<b>5M</b>	love548	<b>5S</b>	stem877
<b>5K</b>	other052	<b>5R</b>	purple282	<b>5/6RM</b>	cuff651

## FOCUS | TERM 3

### English

Students read and compare complex texts, for enjoyment and learning, and can express their thoughts and opinions about what they have read. They can write a wide variety of well-constructed texts such as reviews, reports and narratives. Students develop skills to communicate with others in most settings. They can transfer the literacy skills developed in English to other subjects.

#### Typically, students will:

- ▶ analyse and explain how authors organise their texts
- ▶ select vocabulary to represent ideas, characters and events
- ▶ compare and analyse information in different texts
- ▶ use evidence from a text to explain their response to it
- ▶ using electronic devices, create detailed texts about a range of topics, including topics they have been studying
- ▶ demonstrate understanding of grammar, including the ability to write complex sentences
- ▶ develop an expanding vocabulary
- ▶ use accurate spelling and punctuation
- ▶ use speaking strategies including questioning, clarifying and rephrasing to contribute to class discussions.

### Mathematics

Students extend their knowledge of the key areas of mathematics, particularly of fractions and decimals. They increasingly use models, pictures and symbols to represent and communicate mathematical ideas.

#### Typically, students will:

- ▶ place positive and negative numbers on a number line
- ▶ add and subtract fractions and decimals
- ▶ compare and interpret statistical graphs
- ▶ convert between 12- and 24-hour time and interpret timetables
- ▶ continue and create sequences, involving whole numbers, fractions and decimals, and describe rules
- ▶ measure length, area, volume, capacity and mass, and calculate perimeter and area of rectangles
- ▶ list outcomes of chance experiments
- ▶ apply fractions, decimals, percentages, angles and measurements to solve problems
- ▶ explain mental strategies for calculations
- ▶ pose appropriate questions for statistical investigations.



Source – The Australian Curriculum, Resources for Parents and Carers.  
[https://docs.acara.edu.au/resources/Information\\_for\\_parents\\_years\\_5\\_-\\_6.pdf](https://docs.acara.edu.au/resources/Information_for_parents_years_5_-_6.pdf)

## YEAR 5 | TEACHERS

**5H | David Harris**

[dharr8@eq.edu.au](mailto:dharr8@eq.edu.au)

**5R | Michelle Ball**

[mball81@eq.edu.au](mailto:mball81@eq.edu.au)

**5/6RM | Ros McAuliffe**

[rmcau3@eq.edu.au](mailto:rmcau3@eq.edu.au)

**5K | Amanda Conway**

[axcon6@eq.edu.au](mailto:axcon6@eq.edu.au)

**5S | Kirsty Hiscock**

[khisc5@eq.edu.au](mailto:khisc5@eq.edu.au)

**5M | Anne-Maree Mircic  
& Nicola Moran**

[amirc1@eq.edu.au](mailto:amirc1@eq.edu.au)

[nxmor4@eq.edu.au](mailto:nxmor4@eq.edu.au)

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At Gumdale State School, we are:



**Organised**