



Curriculum Overviews are an important way for our community to **BELONG, TRUST AND FLOURISH.**

- A sense of **BELONG**ing comes from the community understanding what happens in our school.
- At Bellbird Park SS, you can **TRUST** that we implement the Australian Curriculum using appropriate pedagogy for cohorts and individuals.
- Here is a summary of the teaching, learning and assessment that will help your child to **FLOURISH** in **YEAR 5, TERM 1.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Exploring character relationships Students engage with a variety of texts by First Nations Australian, Australian and world authors for enjoyment. Texts include films, digital texts and novels, and explore themes of interpersonal relationships through a range of characters and complex sequences of events that may involve flashbacks and shifts in time. Students explore ways in which a text can reflect time and place, and how ideas are conveyed through characters, setting and events. Students use texts as models to experiment with storylines, characters and settings in an innovation on a narrative, and participate in discussion.</p>	<p>Narratives: Creating a final chapter To review, discuss and comprehend aspects of a familiar narrative; and to create an alternative ending, developing and expanding on ideas, characters, settings and events. <i>Multimodal: written, spoken/signed</i></p>
MATHEMATICS	<p>Number</p> <ul style="list-style-type: none"> • apply an understanding of relationships to convert between, and order fractions and decimals • use mathematical modelling to solve practical addition and subtraction problems using fractions <p>Space</p> <ul style="list-style-type: none"> • recognise what stays the same and what changes when shapes undergo transformations • locate and move positions within a grid coordinate system <p>Statistics</p> <ul style="list-style-type: none"> • plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data 	<p>Representing and ordering decimals and fractions To write and order decimals (hundredths) and represent and order fractions.</p> <p>Exploring transformations and grid coordinates To perform and describe transformation of shapes, identify symmetries and use grid coordinates. transformation of shapes, identify symmetries and use grid coordinates.</p> <p>Planning and conducting a statistical investigation about sun safety To plan and conduct statistical investigations to collect, represent and interpret data.</p>
SCIENCE	<p>Our changing world In this unit, students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related</p>	<p>Explaining changes to the surface of Earth To explain how natural events cause rapid changes to Earth's surface and identify contributions that help minimise the impact of natural disasters.</p>

	to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	
HASS	<p>Australia past and present Students will investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They will examine key people, events and values that shaped Australian society and its system of government and citizenship.</p>	Developing citizenship in Australia - Investigate how Australia became a federation; explore the three levels of government; and how citizenship rights have changed for different groups.
HPE	<p>Physical Education - People in motion In this context, students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.</p> <p>Health - Let's all be active In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p>	<p>Physical Education - Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses. <i>Practical</i></p> <p>Health - Students describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. <i>Assignment/Project</i></p>
TECHNOLOGIES (Digital Literacy)	<p>Digital Literacy learning continuum is organised into 4 elements:</p> <ul style="list-style-type: none"> • Practising digital safety and wellbeing • Investigating • Creating and exchanging • Managing and operating 	Not summatively assessed.
THE ARTS (Dance)	Students extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases. They extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes. They extend their use of various combinations of fundamental movement skills and technical skills, developing competence, body control and accuracy. They explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances as they make and respond to dance.	Not summatively assessed.