



Wellers Hill State School

Everyone connected, Everyday striving to succeed, Everywhere learning



Year 5 Term 2, 2024

Please note that timings for assessment may change due to the teaching and learning requirements of each class

Learning Area	Unit Summary (in ACJ Classes: taught in English Japanese)	
English	Students apply comprehension strategies, focusing on viewpoints portrayed in a range of media texts. Students listen to, read, view and interpret a range of texts to create a persuasive speech about an environmental issue.	Comprehension task: Week 5 Written task/persuasive speech: Week 7
Mathematics	<ul style="list-style-type: none"> • Investigating data and constructing data displays — use simple strategies to reason and solve inquiry questions. • Guided Inquiry – students use simple strategies to reason and solve inquiry questions • Number and place value — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples 	Investigating data: Wk 2 (ACE) Wk 5 (ACJ) Guided Inquiry: Week 4 (ACE) Wk 6 (ACJ) Number and place value: Week 8 (ACE) Number and place value: Week 6 (ACJ)
HASS	<p>People and the Environment: Students investigate the characteristics of places, describe interconnections between people and the human and environmental characteristics of places and use data sets to draw conclusions.</p> <p>Then and Now (Civics and Citizenship): Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system</p>	<p>ACJ People and Environment - Week 7 Then and Now – Week 8</p> <p>ACE Then and Now – Week 8</p>
Languages Japanese	<p>ACJ classes: Travel Brochure Students will create a travel brochure of their chosen country. Student will write an analysis of their Travel Brochure justifying why their chosen country is the best destination for holiday. Travel brochure must include the location, climate, major tourist attraction/places/landmarks and cultural information such as sports, food and language spoken. Students will present their travel brochure of a chosen country in front of class. They will verbally provide answers to two spontaneous questions. Students will listen to travel information and answer comprehension questions.</p>	Listening: Week 5 Writing: Week 6 Speaking: Week 7
	<p>ACE classes: What is school life? In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.</p>	Week 8
Science	<p>Survival in the environment – biological science (ACE) - 1 hour with Classroom teacher Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment.</p> <p>Our place in the solar system – Earth & Space Science (ACJ) – 2 hours with Specialist teacher, (ACE) - 1 hour with Specialist teacher Students describe key features of the solar system. Students describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems.</p>	Week 5 – 6 ACJ PART B: Week 4 All classes PART A: Week 7-8
HPE	<p>Physical Education: Athletics Students perform specialised movement skills and apply them in movement sequences.</p> <p>Health: Students explore the topic of smoking and examine influences, pressures and strategies to reduce harm.</p>	Throughout Term 2
The Arts	<p>Music: Students sing and play music in different styles, demonstrating aural, technical and expressive skills with accurate pitch, rhythm and expression when singing and playing, use rhythm, pitch, form, symbols and terminology to compose and perform music, explain how the elements of music communicate meaning in the music they listen to, compose and perform, and describe how their music making is influenced by music and performances from different cultures, times and places.</p>	Throughout the Semester
	<p>Drama To devise, perform and respond to drama based on the style of Melodrama.</p>	Week 8
Technologies	<p>Digital Technologies Students describe digital systems and their components and explain how digital systems connect together to form a network. They create a scratch game using the skills of defining, designing, implementing using visual programming, managing and evaluating.</p>	Week 5



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