



**What are we learning in the Australian Curriculum in  
Year Five Bilingual in Term One?**

**English**

In English, students examine and create a fantasy text. Students listen to, read and interpret *The Forest of Silence*, from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character and learn how to expand ideas about characters and setting using nouns and noun groups. They learn how to extend their writing by using figurative language (e.g. simile, metaphor, personification) to develop and enhance description of characters, setting and events. They create their own fantasy story, depicting contrasting fantasy characters in relation to setting and plot, selecting specific vocabulary and using accurate spelling and punctuation.

**Mathematics** English Japanese

-make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors. -represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations.

**-Fractions and Decimals:** use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator.

**-Time:** investigate time concepts and the measurement of time, read and represent 24-hour time.

**-Measurement:** measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles.

**-Chance:** identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game.

**-Data:** build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.

**Science** taught in Japanese

Biological Sciences: Survival in the environment  
Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

**The Australian Curriculum: The Arts**

**Music**

Recorder – DEGABCD, sofa – low la and so, recorder – F and C, tum, ti-ti-ti, zum, 6/8 metre, brass instruments

**Visual Arts**

Design and make portraits using visual conventions & visual arts practices.  
Express personal views & explore identity through a personal and historical context.  
Explain how ideas are represented through the portraits they make and view from a range of cultures, times and places, with an initial focus on our local arts community.  
Describe how the display of portraits enhances

**Humanities and Social Sciences (HASS)**

Taught throughout **Semester One** in English

Students study colonial Australia in the 1800s.

**Inquiry Questions**

What do we know about the lives of people in Australia's colonial past and how do we know?

How did an Australian colony develop over time and why?

How did colonial settlement change the environment?

What were the significant events and who were the significant people that shaped Australian colonies?

They learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony.

They examine what life was like for different groups of people in the colonial period, and explore the reasons for their actions. They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments. Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present.

**Japanese Literacy**

- Revision of Katakana and learned Kanji
- Learning new Kanji characters
- Sight words
- Read and comprehend a story and write a personal response
- Practicing reading comprehension of short stories
- Vocabulary related with Science and Math units
- Japanese songs and crafts

**The Australian Curriculum: Health and Physical Education**

**Movement and Physical Activity**

In Athletics students will cover:

- Starts/finishes/relays
- Short and Long distance running events
- Long Jump, High Jump, Shot Pu

Students will prepare for the Cross Country and the Athletics carnivals.