Year 5 Term 4 2021

***Productive Partnerships* : Culmination "Storm Boy" drama/performance**

Planning Team: Brad Jen, Laurie Watts, Michelle Smith, Kate Cuthbert, Kate Paul, Lyn Gordon, Sarah Barker, Evan Luckey, Megan James (ST:LaN), Kristy Walton (DP), Julie Henderson (HOC)

Attributes of Life Long Learners

Think	Investigate	Create	Participate	Communicate	Reflect
Students will compare and contrast the written and film versions of Storm Boy.	**Students will plan mathematical investigations based on chance.**	**Students will portray a characterisation within a scene from the story 'Storm Boy'.**	**Students will participate in a range of camp activities.**	**Students will communicate their science understanding of the properties of matter.**	**Students will reflect on their leadership qualities and include these in a leadership speech.**
					
How are the two texts similar? How are they different? Why?	**What do I need to consider when conducting chance investigations?**	**What dramatic elements will I include in my characterisation?**	**What did I do well at camp? What were my strengths?**	**How will I communicate the differences in the properties of matter?**	**What personal qualities can I include in my leadership speech?**

Key Learning Areas

English

Exploring Narrative through Novels and Film
Students listen to, read and view narrative films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation of the novel. Students express and justify opinions about aspect of the novels and films during group discussions.

Maths

Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems.
Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond.
Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, and make financial decisions.
Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time.
Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language.
Geometric reasoning — estimate and measure angles, construct angles using a protractor.
Chance — list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments.
Data representation and interpretation — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

Science

Matter Matters –
Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.

HASS

Participating in Australian Communities
How have people enacted their values and perceptions about their community, other people and places, past and present?
In this unit, students will investigate:

- the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice
- significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor
- representative democracy and voting processes in Australia
- how laws impacted on the lives of people in the past.

Digital Technologies

A-maze-ing Digital Designs
Students investigate the functions & interactions of digital components & data transmission in simple networks, as they solve problems relating to digital system. They follow, modify and design algorithms that include branching and repetition. Students develop skills in using visual programming language within a maze game context and work collaboratively to create a new maze game. Students will apply a range of skills and processes when creating digital solutions.

The Arts

Visual Arts
Inside Out
Students explain how ideas are represented in artworks they make and view. They will focus on representation of emotions people experience. Students will use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making their artwork. Students will describe how the display of artworks enhances meaning for an audience.
Specialist -
Mini Musical
Students are given a musical theatre script. They devise characters, & scenarios based on the script they are given as a class. Students perform their drama presentations to formal audiences at the end of the unit.

HPE

Program Achieve – Social-emotional blockers
In this unit, students will identify social-emotional Blockers and practise:

- awareness and management of anger
- not paying attention
- procrastination
- worry and feeling down.

Leadership, Camp, Goal Setting:
Students attend a three-day camp where students work to overcome personal physical & emotional challenges. Prior to camp students set personal goals connected to the keys to success & identify what actions they'll take to achieve these goals. During camp the students regularly reflect on the achievement of these goals.
PE Specialist - Traditional Dancing
Students engage in a variety of traditional dances developing coordination, balance through various positions, movement and stances.
Swimming
Students engage in a variety of activities that promote proficient swimming in an aquatic environment.

ITALIAN

I giochi tradizionali
In this unit students will learn about the games played by children in Italy, including traditional indoor and outdoor games and sports.