









# Year 5 Term 3 2022

**Productive Partnerships:** Gympie Gold Museum  
**Open Afternoon:** Light investigations, sharing of poetry and promo videos

**Planning Team:**  
 Laurie Watts, Sarah Barker, Lyn Gordon, Gaye McKee, Ethan Gaffney, Luke Vearing, Caitlin Jeffrey (STARS) Megan James (ST:LaN), Kristy Walton (DP), Julie Henderson (HODC)

Attributes of Life Long Learners	Think	Investigate	Create	Participate	Communicate	Reflect
	<p>Students will explain their thinking when problem solving.</p>  <p>Which strategy can I use to solve the problem?</p>	<p>Students investigate the properties of light and the formation of shadows.</p>  <p>What are the properties of light? How are shadows formed and affected by light?</p>	<p>Students create a solution to a maze using visual programming.</p>  <p>How can I create a solution that incorporates simple algorithms using branching and iteration?</p>	<p>Students will actively participate in You Can Do It lessons with a Prep Buddy class.</p>  <p>How will I engage my Prep Buddies?</p>	<p>Students will create and present an Australian poem.</p>  <p>How can I create and present an engaging Australian poem?</p>	<p>Students reflect on the significance of communities in colonial Australia during the Gold Rush of the 1800s.</p>  <p>What effect did the Gold Rushes have on different cultural groups in Australia?</p>

Key Learning Areas	English	Maths	Science	HASS	Technologies	The Arts	HPE	Italian
	<p><b>Appreciating poetry</b> Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.</p> <p><b>Creating poetry</b> Students listen to, read and view a range of poetry, and consider how to use text structures and language features to create an engaging Australian poem.</p>	<p><b>Number and place value</b> — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders.</p> <p><b>Fractions and decimals</b> — makes connections between fractions and decimals, compares and orders decimals.</p> <p><b>Money and financial mathematics</b> — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.</p> <p><b>Patterns and algebra</b> — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division</p> <p><b>Using units of measurement</b> — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question.</p> <p><b>Location and transformation</b> — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs &amp; enlarge shapes.</p>	<p><b>A-Maze-ing Light</b> Students investigate the properties of light &amp; the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p><b>Australian Communities: Past and Present</b> <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i> In this unit, students will investigate: key events related to the development of British colonies in Australia after 1800, the economic, political and social reasons for colonial developments in Australia after 1800, aspects of daily life for different groups of people during the colonial period in Australia, the effects that colonisation had on the lives of Aboriginal peoples and on the environment, significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration, the significance of individuals and groups in shaping the colonies, especially through inland exploration.</p>	<p><b>Digital Technologies: Maze Challenge (Robotics)</b> Students will create a digital solution for a maze challenge using the skills of defining, designing, implementing using visual programming, managing and evaluating.  They will create an algorithm to solve a maze challenge incorporating branching and iteration into their solution. They will present their annotated code along with a video of their solution.</p>	<p><b>Media Arts: Spotlight on Talara</b> Students develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text. They will work collaboratively to plan and produce a media clip that uses camera angles such as close-ups and medium close-ups to focus on character relationships, power or mood to promote Talara Primary College.</p> <p><b>Specialist Music: Mini Musical – Storm Boy</b> Students will explore the elements of Drama, including, Role, Situation, Voice, Movement, Focus, Audience, Tension, Space and Time, Language &amp; ideas, Dramatic Action &amp; Mood and Atmosphere. Students will develop character roles using a script they have been given. They will work on varying voice and movement qualities to establish a role within the script. Students will perform to a formal audience at the end of the unit.</p>	<p><b>Personal Development – Peer Support</b> The Year 5 students plan and deliver Peer Support lessons to their Prep Buddies based on the YCDI program. The focus is personal management and development and relationships in groups.</p> <p><b>Program Achieve – Part 3</b> Students will learn strategies to support their well-being including:</p> <ul style="list-style-type: none"> <li>• resilience</li> <li>• happiness</li> <li>• awareness, self-management, ABCs of emotions, cognitive restructuring, mindfulness.</li> </ul> <p><b>PE Specialist 'All Codes' Football</b> Students will develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They will propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football.</p> <p><b>Teeball and AFL</b></p>	<p><b>Made in Italy</b> Students listen to, read and write descriptions of clothes, including colour, size, fabric and style. They talk about what clothes they prefer, and what they would wear on different occasions. They learn about the importance of fashion in Italian culture.</p>