

Year 5 GTMJ's Term1 2024



Deltora – Reading Comprehension

	A	B	C	D	E
Reading and Viewing	<p>Read, view and comprehend (name of text) that has been created to engage audiences. Identify language features and make inferences and includes supporting evidence from the text.</p> <ul style="list-style-type: none"> - Interpret figurative language <p>Q6</p>	<p>Read, view and comprehend (name of text) that has been created to engage audiences. Identify language features and make inferences.</p> <ul style="list-style-type: none"> - Identify figurative language <p>Q5</p>	<p>Read, view and comprehend (name of text) created to engage audiences.</p> <p>Q4</p>	<p>Listen, to (name of text) created to engage audiences. Respond to questions.</p>	<p>Listen, to (name of text) created to engage audiences. Orally respond to questions.</p>
	<p>Explain how ideas are developed including through characters, settings and events, and how texts reflect contexts. Identify the structure of complex sentences from (name of text) including main clause and one dependent clause. Explain why the writer used this structure for effect.</p> <p>Q7</p>	<p>Explain how ideas are developed including through characters, settings and events, and how texts reflect contexts. Identify the structure of complex sentences from (name of text) including main clause and one dependent clause.</p> <p>Q2</p>	<p>Explain how ideas are developed in (name of text) including through characters, settings and events, and the text reflect context.</p> <p>-paragraphs</p> <p>Q1</p>	<p>Explain and describe the characters, setting and event in (name of text)</p>	<p>Explain character, setting and event in (name of text)</p>
	<p>Explain how characteristic text structures support the purpose of (name of text)</p> <ul style="list-style-type: none"> - Explain that paragraphs vary in function and how they are organised. <p>Q3B</p>	<p>Explain how characteristic text structures support the purpose of (name of text)</p> <ul style="list-style-type: none"> - Identify main idea - Purpose and sequence of paragraphs - Monitor meaning -skimming, scanning and confirming <p>Q3B</p>	<p>Explain how characteristic text structures support the purpose of texts</p> <ul style="list-style-type: none"> -Orientation, complication, resolution. <p>Q3A</p>	<p>Explain text structure of (name of text)</p>	
	<p>Explain how language features including literary devices, and visual features contribute to the effect and meaning of (name of text)</p> <ul style="list-style-type: none"> - Refer to image and text to explain simile, metaphor and personification. <p>Q9</p>	<p>Explain how language features including literary devices, and visual features contribute to the effect and meaning of (name of text)</p> <ul style="list-style-type: none"> - Explain and give examples of simile, metaphor and personification <p>Q9</p>	<p>Explain how language features including literary devices, and visual features contribute to the effect and meaning of a text</p> <ul style="list-style-type: none"> - Comment on image - Identify simile, metaphor and personification <p>Q8</p>	<p>Explain visual features and how it links to (name of text)</p>	

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Deltora Quest

Student	[Enter student name.]		Teacher	[Enter teacher name.]	
Learning area	English		Subject	Imaginative Text	
Technique	Extended Response: Fantasy Short Story				
Purpose	To write a fantasy short story, creating a 'good' and 'evil' character, and establish setting.				
	A	B	C	D	E
Writing and Creating	<p>Create a written and/or multimodal text for peers, developing and expanding on ideas, with supporting details from the fantasy genre after reading Deltora Quest. Use grouping of related information, appropriate to text structure with sequenced content in paragraphs.</p>	<p>Create a written and/or multimodal text for peers, developing and expanding on ideas, with supporting details from the fantasy genre after reading Deltora Quest. Use appropriate text structure with sequenced content in paragraphs</p>	<p>Create written and/or multimodal text for peers, developing and expanding on ideas, with supporting details from the fantasy genre after reading Deltora Quest.</p>	<p>Create written and/or multimodal text, for peers, with ideas and details from the fantasy genre after reading Deltora Quest.</p>	<p>Create written and/or multimodal text, for peers, from the fantasy genre after reading Deltora Quest.</p>
	<p>Use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features to tell a fantasy story. Use technical vocabulary appropriately to suit purpose and context.</p> <ul style="list-style-type: none"> - Complex sentences that makes connections between ideas - Precise words for naming (pronouns) 	<p>Use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features to tell a fantasy story. Use technical vocabulary.</p> <ul style="list-style-type: none"> - Compound and complex sentences - Pronouns - Consistent tense - Cohesive vocabulary to indicate order 	<p>Use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features to tell a fantasy story.</p> <ul style="list-style-type: none"> - Use commas to indicate prepositional phrases. - Use apostrophes where there is multiple possession. 	<p>Use language features including compound sentences, to tell a fantasy story.</p>	<p>Use words and phrases to tell a fantasy story.</p>
	<p>Spells using phonic, morphemic and grammatical knowledge. Uses suffixes to change the grammatical form of words and word origins and roots to spell unfamiliar words related to text type.</p>	<p>Spell using phonic, morphemic and grammatical knowledge. Uses suffixes to change the grammatical form of words</p> <p>-tion" "ment" to change verbs into nouns</p>	<p>Spell using phonic, morphemic and grammatical knowledge.</p>	<p>Spells words using generalisations when writing.</p>	

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Shining Light

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	SCIENCE	Subject	Physical Sciences
Technique	Experimental Investigation		
Purpose			
To identify sources of light and model the transfer of light to explain observed phenomena. To plan safe investigations to identify patterns and relationships and make reasoned predictions. To pose questions for investigation and predict the observable effect of light. To identify risks associated with investigations and key intercultural considerations when planning field work.			
To identify variables to be changed and measured. To compare their methods and findings to those of others and identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions. To use language features that reflect their purpose and audience when communicating their ideas and findings.			

		A	B	C	D	E
Science Understanding	Physical Sciences	<p>identify sources of light and model the transfer of light to explain multiple observed phenomena including:</p> <ul style="list-style-type: none"> Drawing detailed ray diagrams to show a change in the appearance of light Examining the rainbow effect produced (Part A & B Q 3, 5) 	<p>identify sources of light and model the transfer of light to explain some observed phenomena including:</p> <ul style="list-style-type: none"> Drawing ray diagrams to show a change in the appearance of light Exploring how light can be refracted through water in the maze (rainbow effect) (Part A & B Q 3, 5) 	<p>identify sources of light and model the transfer of light to explain observed phenomena including:</p> <ul style="list-style-type: none"> Light travels in a straight path How shadows are formed Light can be reflected and refracted in the maze <p>(Part A, Part B Q 3)</p>	<p>recognise sources of light and model the transfer of light to share how shadows are formed and light can be reflected</p>	<p>recognise sources of light and model the transfer of light</p>
Science Inquiry	Questioning and predicting	<p>Plan safe investigations to identify patterns and relationships and make reasoned predictions</p> <ul style="list-style-type: none"> about the observable effect of light interacting with an object applying their scientific understanding of light to a new context <p>How will this variable change the light? (Part B Q 4, 6, 7)</p>	<p>Plan safe investigations to identify patterns and relationships and make reasoned predictions</p> <ul style="list-style-type: none"> about the observable effect of light interacting with an object drawing on understanding of light <p>Will this organisation of mirrors enable me to see around corners? (Part B Q 4, 6, 7)</p>	<p>Plan safe investigations to identify patterns and relationships and make reasoned predictions</p> <ul style="list-style-type: none"> pose questions for investigation <p>Does light travel in a straight line? Is the shadow size affected by the angle of the light? (Part B Q 4, 6, 7)</p>	<p>Plan a safe investigation to identify a pattern and relationship and make a prediction</p>	<p>Engage in a safe investigation to make a prediction</p>

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	Planning and conducting	Identify risks associated with investigations and key intercultural considerations when planning field work and make detailed suggestions (Part B Q 7)	Identify risks associated with investigations and key intercultural considerations when planning field work and make relevant suggestions (Part B Q 7)	Identify risks associated with investigations and key intercultural considerations when planning field work. (Part B Q 7)	Determine risks associated with investigations or intercultural considerations when planning field work	Determine a risk associated with investigations
		Identify precise variables to be changed, measured and controlled to ensure a fair maze test (Part B Q 5)	Identify relevant variables to be changed, measured and controlled to improve the maze data collected (Part B Q 5)	Identify variables to be changed and measured to improve the maze data collected (Part B Q 5)	recognise variables to be changed and measured to improve the maze data collected (Part B Q 5)	recognise variables in the maze data
	Evaluating	compare their methods and findings to those of others examining the difference between data (observations/measurements) and evidence (used to support scientific understanding) Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions which piece of evidence would best justify this response? (Part B Q 8, 9)	compare their methods and findings to those of others, discussing the difference between data (observations/measurements) and evidence (used to support scientific understanding) Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions is it a fair test? recognise error in measurement? (Part B Q 8, 9)	compare their methods and findings to those of others listing the procedure steps Identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions changed too many variables? (Part B Q 8, 8)	Identify their methods and findings and those of others listing the procedure steps recognise possible sources of error in their investigation, pose a question for further investigation	Identify their methods and findings recognise a source of error in their investigation
	Communicating	use language features such as scientific vocabulary that reflect their purpose and audience when communicating their ideas and findings in a logical sequence. (Part B Q 7, 9)	Use language features such as vocabulary, that reflect their purpose and audience when communicating their ideas and findings in a sequence. (Part B Q 7)	use language features such as vocabulary that reflect their purpose and audience when communicating their ideas and findings (Part B Q 7)	Choose language features that reflect their purpose when communicating their ideas and findings	Communicate their ideas and findings

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Communities – Influences and Management

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	HASS	Subject	Geography, Economics and Business
Technique	Short Response Test		
Purpose			
To explain the influence of people on the characteristics of places. To explain the nature of resources, and how they meet needs and wants. To evaluate information and data to identify and describe patterns or trends.			

		A	B	C	D	E
Knowledge and Understanding	Geography	Explain the positive and negative influences of people on the characteristics of places in Europe, Asia and North America including the effects of change on economic development and environmental sustainability.	Explain the positive and negative influences of people on the characteristics of places in Europe, Asia and North America.	Explain the influence of people on the characteristics of places in Europe, Asia and North America.	Explain the characteristics of places in Europe, Asia and North America.	Identify characteristics of places in Europe, Asia or North America.
	Economics and Business	Explain and categorise the nature of resources in a European, Asian or North American country and how they meet needs and wants into the future.	Explain and categorise the nature of resources in a European, Asian or North American country and how they meet needs and wants.	Explain the nature of resources in a European, Asian or North American country and how they meet needs and wants.	Explain the nature of resources in a European, Asian or North American country.	Identify resources in a European, Asian or North American country.
Skills	Interpreting, analysing and evaluating	Evaluate climate information and data for a European or North American country in a range of formats to identify and describe patterns or trends and infer how this changes peoples' lives.	Evaluate climate information and data for a European or North American country in a range of formats to identify and describe patterns or trends.	Evaluate climate information and data for a European or North American country to identify and describe patterns or trends.	Evaluate climate information and data for a European or North American country to identify a pattern.	Identify climate information and data for a European or North American country.

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Mathematics Year 5 Term 1 Digging into data Name: _____

Purpose of assessment: To classify and interpret data and pose questions to gather data. (ACMSP120, ACMSP118)



Understanding and Fluency		Problem solving and Reasoning		
Classifies and interprets data.		Poses questions about data and uses data to write statements in context.		
	<p>← <i>Uses data appropriately to justify a position. (Q3e)</i></p>		<p>← Suggests a new set of data to match a given graphical display. Writes a summary statement supported by the data in an unfamiliar graph. (Q9)</p>	A
	<p>← Interprets dot plots and writes statements that require comparison. (Q4c). Interprets data from a two-way table and answers questions, including questions that require comparison. (Q3 a, b, c, d).</p>		<p>← Writes statements that involve comparison using the data from a plot graph. (Q 4c) Poses questions to gather data that is numerical data and categorical data.(Q8)</p>	B
	<p>← <i>Interprets simple data in a frequency table. (Q1)</i> Interprets data from a column graph and answers True or False questions. (Q2) Interprets data from a plot graph. (Q4 a,b) <i>Classifies questions according to the data that they collect (numerical, categorical) (Q7)</i></p>		<p>← <i>Poses questions to collect information about groups of people. (Q 5,6)</i></p>	C
	<p>← Provide appropriate responses to some simple familiar questions (Q1,2) Exhibits some 'C' descriptors in simple familiar situations.</p>		<p>← <i>Poses simple questions and writes simple statements when supported.</i> Exhibits some 'C' descriptors in simple familiar situations.</p>	D
				E

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Mathematics Year 5 Unit 2: Multiplicative reasoning **Whole Number**

Name: _____

Purpose of assessment: To solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. To locate, represent, compare and order fractions and add and subtract fractions with the same denominator.

Understanding and fluency		Problem solving and reasoning	
Solves simple problems involving the four operations using a range of operations. Checks the reasonableness of answers using estimation and rounding.		Solves problems and verifies reasonableness of answers. Explains problem solving processes and adapts mathematical thinking across contexts.	
 <ul style="list-style-type: none"> Calculates using multiplication and division in a complex unfamiliar situation.(Q4) 	 <ul style="list-style-type: none"> Communicates effectively and logically justifies solutions. (Q4) Explains clearly and concisely, uses words, jottings, diagrams and/or symbols, to organise and explain mathematical processes.(Q4) 	A	
<ul style="list-style-type: none"> Recognise an unreasonable estimate (5b) Calculates using multiplication and division showing more than one possible correct answer. (Q6) 	<ul style="list-style-type: none"> Finds reasonable answers to problems using number sense. Adapts calculation methods to suit contexts. (Q1c) Explains how estimation and rounding can be used to efficiently solve problems (Q3b,5b) 	B	
<ul style="list-style-type: none"> Calculates using multiplication and division.(Q1a,b) Efficiently estimates the value of an expression.(Q2, 3a, 5a) 	<ul style="list-style-type: none"> Calculates exact answers to problems.(Q1a,b, 2,7) Gives a simple explanation why answers are reasonable. (Q3a,4) 	C	
<ul style="list-style-type: none"> Exhibits some 'C' descriptors in simple familiar situations 	<ul style="list-style-type: none"> Exhibits some 'C' descriptors in simple familiar situations 	D	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	E	

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Mathematics Year 5 Unit 2: Multiplicative reasoning Fractions	Name: _____
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Purpose of assessment: To solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. To locate, represent, compare and order fractions and add and subtract fractions with the same denominator.

Understanding and fluency	Problem solving and reasoning
Solves simple problems involving the four operations using a range of operations. Orders unit fraction and locates them on a number line.	Solves problems and verifies reasonableness of answers. Explains problem solving processes and adapts mathematical thinking across contexts.
<div style="display: flex; align-items: center;"> <div style="flex-grow: 1;"> <p>Writes the fraction of black tiles. (Q11)</p> <p>◀ Correctly represents fractions on a number line within a range (Q7) Compares the value of two or more fractions (Q9, 10)</p> <hr/> <p>Identifies the whole given the unit fraction. (Q8)</p> <p>◀ Convert fractions to represent on a number line (Q1)</p> <hr/> <p>Locates fractions on a number line. Identifies the fraction given the whole. (Q4,5)</p> <p>◀ Applies understanding of fractions to add and subtract fractions with the same denominator. (Q6) Identifies the greatest and least fractional amounts. (Q2,3)</p> <hr/> <p>◀ Adds or subtracts the denominators of fractions. Locates and names a fraction on a number line.</p> <hr/> <p>◀ Reads and writes a fraction between 0 and 1.</p> </div> </div>	<div style="display: flex; align-items: center;"> <div style="flex-grow: 1;"> <p>Communicates effectively and logically justifies solutions.</p> <p>◀ Explains clearly and concisely, uses words, jottings, diagrams and/or symbols, to organise and explain mathematical processes. (Q10, 11)</p> <hr/> <p>Finds reasonable answers to problems using number sense. Adapts calculation methods to suit contexts. (Q1,5)</p> <hr/> <p>◀ Calculates exact answers to problems. (Q6)</p> <hr/> <p>◀</p> <hr/> <p>◀</p> </div> <div style="width: 30px; text-align: center; font-weight: bold; font-size: 1.2em;"> <p>A</p> <hr/> <p>B</p> <hr/> <p>C</p> <hr/> <p>D</p> <hr/> <p>E</p> </div> </div>

Feedback