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|  **2025 Term 2 OverviewYear 5**Palm Beach State School  |

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| Learning Area | Overview of Content | Summative Task Summary |
| English | Students will create an informative news report where they will describe key features of the Solar System, discuss how scientific knowledge develops from many people’s contributions and how scientific developments have affected people's lives to help solve problems. Students will present their news report to their peers in a school news segment. They will read, view, and comprehend informative texts. Additionally, students will explain how ideas are developed through events, how texts reflect contexts and how text structures support the purpose of texts. | **Writing and Speaking**To develop, create and perform an engaging, multimodal informative news report about space. **Reading** Students will read an informative space text and respond to questions to demonstrate an understanding of text, purpose and features. |
| Mathematics | This term students will –**Number and Algebra**  * Applying various number strategies to a range of multiplication and division problems.
* Use efficient strategies to multiply and divide large numbers.

**Measurement and Geometry** * Convert between 12- and 24-hour time and calculate elapsed time.
* Make connections between three-dimensional objects and their two-dimensional representations.
* Describe different transformations of two-dimensional shapes.
* Identify line and rotational symmetry.

**Statistics and Probability*** Collect nominal, ordinal, and discrete numerical data using digital tools, and plan, conduct and communicate the results of a statistical investigation answering the question: What activities should Mr Locke offer Years 4-6 for Friday sport in Term 3 2025?
 | **Number*** Multiplication and division assessment

**Measurement and Geometry*** 12hr and 24hr time assessment
* 2/3D shape assessment
* Rotational and line symmetry assessment
* Transformation assessment

 **Statistics and Probability*** Statistical investigation assessment
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| Science | Throughout Term 2, students will describe key features of space. They will discuss scientific developments that have affected people's lives and describe contributions to our knowledge of space from a range of organisations and individuals. | Students will create a multimodal report which describes key features of space and explain how scientific developments have affected people’s lives.  |
| HASS | This term in HASS, the area of focus for Year 5 is Business and Economics: Town Planning. Students will further their knowledge of zoning allocations, considering the needs and wants of consumers. They will also learn about human, natural and capital resources together with how land is allocated in different communities.  | To demonstrate their learning, students will plan a fictitious suburban community on the Northern Beaches of Queensland. When planning their community, they will have to think about land use (residential, commercial, green-space, industrial and special zones) and the resources needed in particular zones. |
| Technologies  | This term, students will learn how to plan, create and evaluate digital solutions using ‘Scratch’. They will design interactive projects with branching choices, variables and repetition, while developing skills in problem-solving and user-centred design. | Students will design a simple game where players make choices and will demonstrate their use of branching, variables and loops in coding in the desktop app, ‘Scratch’. |
| Health and Physical Education  | This term students will explore Athletics. In each of the athletic disciplines’ students will create and apply strategies to form more complex movement sequences. These sequences are aimed at improving personal and team performance. Students will describe and implement strategies to value identities, diversity in their communities. They will also explore strategies to manage health and understand it’s benefits. | PE: Demonstrate Athletics disciplines. Create and apply movement strategies to improve personal performance.Health: Students will create a six-part movie script explaining identities and diversity in communities. |
| The Arts Visual ArtsMr Cocks | This semester, students will continue to use visual conventions and visual art practices to express a personal view in their own artwork. Students will demonstrate different techniques and processes in the planning and creation of their artwork. Students will display their artwork in a gallery and discuss their own artwork and the artwork of other students. | Students will be assessed on their art portfolios, the skills they demonstrate in class and the different art techniques used to produce a creative art piece. |
| Music | Students will use the fundamentals learnt in Term 1 to work towards playing a short performance on the Ukulele. Students will focus on playing chords correctly, using correct timing, dynamics and playing together as an ensemble. | Students will identify notes on the treble clef and complete a ukulele performance. |
| Languages | This term, students will focus on stroke order of some Japanese characters, using and understanding the difference of Kanji, Hiragana and Katakana. Students will learn to write sentences describing people and revise basic Japanese sentence structures. They will then use this language to describe themselves in a poster using some Hiragana and Kanji. Students will also learn the Kanji for numbers 1 – 10 and day and month. | Students will create an introduction poster about themselves in Japanese using Hiragana and Kanji and answer simple Japanese questions about themselves.  |
| Wellbeing | Students will challenge unfair stereotypes about minority groups to promote the wellbeing of others. They will promote positive identities for minority groups to support wellbeing. Students will understand how to recognise, assess and report risky situations in offline contexts, identify preventative strategies for safety in offline contexts, for self and others. Students will identify help-seeking strategies, including how to access support services in the school, local community and online, about offline issues, practise responding to risky offline situations, including bullying, sexual harassment and assault understand how to recognise and assess and report risky situations in online contexts.  |
| General Information | **Homework**: Consists of home reading for a minimum of 60 minutes a week.  | **Year 5 Swim Safety -** 8th - 9th of May**School Photos** – 3rd – 4th of June**Year 5 Camp** - 4th – 6th of June**Senior Athletics** – 16th of June |