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| **2025 Term 2 Overview Year 5/6B** Palm Beach State School  |

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| Learning Area | Overview of content | Summative task summary |
| English | This term, Year 5 and Year 6 students will explore how informative texts present new content and use illustrations, diagrams and factual language to convey information. Students will listen to, read and view a range of informative texts related to sports and legends of these sports. They will explain how language features, including literary devices and visual features work together to influence and engage audiences.Students will experiment with features of voice such as tone, volume, pitch and pace in preparation for their documentary presentation. | ***Writing and Speaking Task***Students will research, plan, create and perform a script as a tv host for a documentary about:1. The origins and history of one sport
2. A biographical profile outlining key contributions/achievements of a legend belonging to that specific sport
3. Students will present their documentary to their peers as a formal speaking task and include a PowerPoint as a visual.

***Reading Assessment*****Year 5** - Students will read, view and comprehend an informative text about an environmental space issue. They will explain how ideas are developed through events, how texts reflect contexts and how text structures support the purpose of texts.**Year 6** - Students will read, view and comprehend biographies about two famous, First Nations sporting Australians belonging to the same sport. They will identify similarities and differences in how ideas are presented and developed between the two texts and how both texts reflect contexts. They will explain how different language and visual features influence the audience. |
| Mathematics | **Number and Algebra**  * Apply various number strategies to a range of multiplication and division problems (Year 5 and Year 6)
* Use efficient strategies to multiply and divide large numbers (Year 5 and Year 6)

**Measurement and Geometry** * Convert between 12- and 24-hour time and calculate elapsed time (Year 5 and Year 6)
* Solve itinerary and public transport timetable problems (Year 6)
* Make connections between three-dimensional objects and their two-dimensional representations. (Year 5)
* Describe the symmetry and transformation of two-dimensional shapes.  (Year 5 and Year 6)
* Identify line and rotational symmetry. (Year 5 and Year 6)
* Identify and describe the parallel cross sections in right prisms.  (Year 6)

**Statistics and Probability** * Collect nominal, ordinal, and discrete numerical data using digital tools, and plan, conduct and communicate the results of a statistical investigation based on class interests (Year 5 and Year 6)
 | **Number** * Multiplication and division assessment – (Year 5 and Year 6)

**Measurement and Geometry**  * Shapes, Symmetry and Transformations Assessment (Year 5 and Year 6)
* 12hr and 24hr time Assessment (Year 5 and Year 6)
* Parallel Cross Sections Assessment (Year 6)

**Statistics and Probability** * Statistical Investigation Task (Year 5 and Year 6)
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| Science | **Year 5 – Exploring the Solar System, Space Spin Offs and Scientific Contributions of Key Stakeholders**In this unit, Year 5 students will describe key features of the solar system. They will explain how science knowledge develops from many people’s contributions, plus explain how scientific developments (Space Spin Offs) have affected people's lives to help us solve problems on Earth. Students will present their research in a Power Point. (Teacher responsible = Mr Bowden)**Year 6 – Transforming – More than Meets the Eye**In this unit, Year 6 students will plan and investigate reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings. (Refer to assigned Year 6 teacher responsible) | **Year 5 -** Students will create a multimodal text using Power Point about the following information:Part A: Two key features of space (e.g. the planets in our solar system, comets, moons, meteorites, stars, etc)Part B: Provide information about how one scientific development (Space Spin Off) has affected our lives and helped us solve problems on Earth.Part C: Provide information about how a key stakeholder (e.g., NASA, ASA) has contributed to our science knowledge of space.**Year 6 -** Students will respond to an inquiry question by designing a scientific method to prove whether physical changes can be reversed. Students will plan and conduct an investigation taking into consideration variables, potential risks and required materials. Students will collect and interpret data from their investigation and identify improvements that could be made. |
| Humanities and Social Sciences  | Year 5 and Year 6 students will investigate the consumer choice between purchasing a reusable drink bottle and using disposable plastic drink bottles. They will research and compare both options in terms of cost, features, advertising, and the resources used to make and sell them. Students will first develop a pros and cons list for each product to support their decision-making. Using their research and analysis, they will then create a business report to justify which product is the better buy. The report will follow a structured format and conclude with a personal reflection on what was learned about making informed consumer choices.  | Create a business report to compare two everyday products and decide which is the better buy, using economic reasoning and evidence to justify the choice.   |
| Technologies Mrs Gray | 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 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.(Teacher responsible = Mr Locke) | 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 – Media Arts  | This semester, Year 5 and Year 6 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. (Teacher responsible = Mr Cocks) | 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 | **Year 5** – Students will use the fundamentals learnt in term 1 to work towards playing a short performance on Ukulele. Students will focus on playing chords correctly, using correct timing, dynamics and playing together as an ensemble.**Year 6** – Across this unit students will use the fundamentals learnt in term 1 to work towards playing a short performance on guitar. Students will focus on playing chords correctly, using correct timing, dynamics and playing together as an ensemble. In addition to this they will continue to improve their fluency reading treble clef notes.(Teacher responsible = Mrs Riordan) | **Year 5** – Students will identify notes on the treble clef and complete a ukulele performance.**Year 6** – Students will be assessed on treble clef note identification and a short guitar performance. |
| Languages | **Year 5** – This term, students will focus on stroke order of some Japanese characters, and 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.**Year 6** – This term, students will learn translating to and from Japanese and answering questions in Japanese about themselves and their likes and dislikes.(Teacher responsible = Mrs Furuya) | **Year 5** – Students will create an introduction poster about themselves in Japanese using Hiragana and kanji and answer simple Japanese questions about themselves.**Year 6** - Students will complete an open book assessment where students are able to use their own workbooks and hiragana chart to answer the questions about themselves and their likes and dislikes. |
| General Information | * Library = Wednesday’s 12:30 – 1:00 pm
* Homework = Spelling / Number facts

Homework = Rehearse Speaking task of English TV Documentary Script to perform to class in Week 9. Students should have their entire script completed by Week 7 which gives them 2 weeks to practise.NB. All script research and writing is to be done in class | * Interschool Sport / Sports at school - Friday’s (Weeks 2 to 8
* School Photos – 3rd and 4th June (Week 7))
* Year 5 Camp – Wednesday to Friday of Week 7
* Year 6 Camp – Monday to Wednesday of Week 8
* Senior Athletics Carnival – 16th and 17th June (Week 9)
* Report Cards emailed home = Thursday of Week 10
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