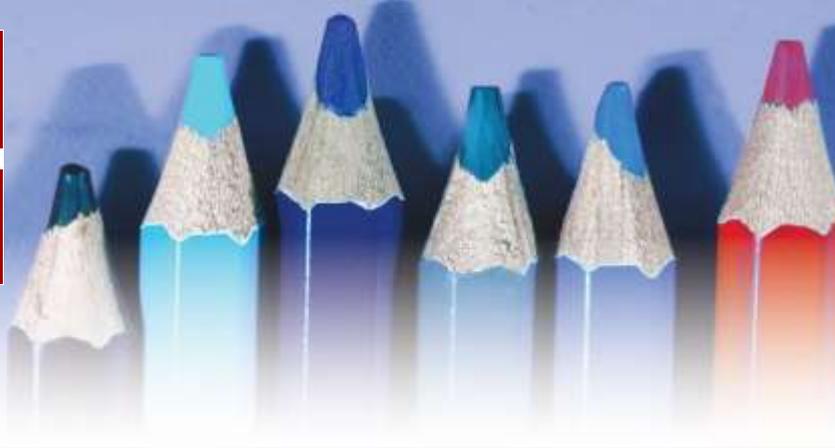


# Term 2 Newsletter

## Class 5B



### General Information

Homework is issued each Monday and due on Friday. 5B's has scheduled library time on Wednesday mornings. PE sessions are on Tuesdays and Fridays. Digital Technology times are scheduled weekly on Tuesday and Thursday mornings.

### English

#### Examining and creating fantasy texts

In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.

**Assessment:** To write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.

#### Persuasive

In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts.

**Assessment:** Students select information and create a multimodal feature article that presents a particular point of view about an issue.

### Mathematics

**Number and place value** - make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies

that are appropriate to different problems, make generalisations.

**Fractions and decimals** - use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator.

**Using units of measurement** - investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

**Chance** - identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game.

**Data representation and interpretation** - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.

#### **Assessment: Interpreting data and posing questions to collect data**

Students will classify and interpret data and pose questions to gather data.

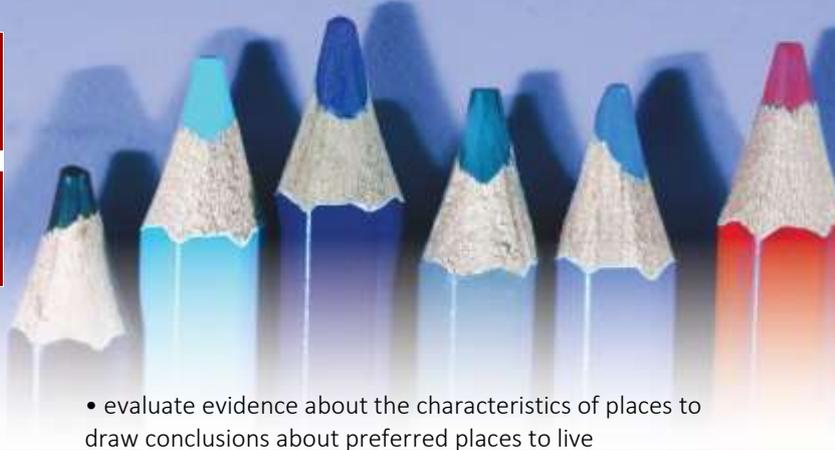
#### **Assessment: Solving simple multiplication, division and fraction problems**

##### *Short answer questions*

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

# Term 2 Newsletter

## Class 5B



### Science

In this unit students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

**Assessment:** Students will design two creatures and compare adaptations that allow each creature to survive in the environments provided. They will use the provided slideshow and add their own elements to design their creatures and explain the adaptations.

### Visual Arts

Students will investigate an animal and its environment to use as inspiration for a sculptural form that uses animal representations to explore a personal view.

**Assessment:** Students will document planning and designing processes, and make a sculptural artwork using clay and write a reflection about the making and exhibiting process.

### Humanities and Social Sciences

In this unit, students will explore the following inquiry question:

- *How do people and environments influence one another?*

Learning opportunities support students to:

- examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia
- describe the relative location of places at a national scale
- identify and describe the human and environmental factors that influence the characteristics of places
- examine the interconnections between people and environments
- investigate the impact of human actions on the environmental characteristics of places in Europe and North America
- organise data in a range of formats using appropriate conventions
- interpret data to identify simple patterns, trends, spatial distributions and infer relationships

- evaluate evidence about the characteristics of places to draw conclusions about preferred places to live
- present findings and conclusions using discipline-specific terms.

**Assessment:** Students will identify and explain interconnections between people and the human and environmental characteristics of places and between components of the environment

### Health

In this unit students will recognise the influence of emotions on behaviours and discuss factors that influence how people interact.

**Assessment:** They will describe their own and others' contributions to health, safety and wellbeing and demonstrate skills to work collaboratively.

### Physical Education

All students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.

### Music

During Music this term students will make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.

### Drama

During Drama this term students will explore the dramatic genre of freeze frames while using natural disasters as stimulus.

### Dance

During Dance this term students respond to, choreograph and perform dances that use symmetry as a choreographic device to communicate meaning to the audience