



OONONBA STATE SCHOOL  
CURRICULUM OVERVIEW  
Year 5  
Term 4 2022

## Science

### Matter Matters

In this unit, students will:

- broaden their classification of matter to include gases and begin to see how matter structures the world around them
- understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways
- pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases
- represent data and observations in tables and graphs
- identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations
- suggest ways to improve fairness and accuracy of their investigation.

### The Resilience Project

Gratitude  
Empathy  
Mindfulness &  
Emotional Literacy



## Maths

In this unit, students have opportunities to develop understandings of:  
**Number and place value** — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems.

**Fractions and decimals** - apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond.

**Money and financial mathematics** — create simple budgets, calculate with money, identify the GST component of invoices and receipts, and make financial decisions.

**Using units of measurement** — read and represent 24-hour time, convert between 12- and 24-hour time.

**Location and transformation** — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language.

**Geometric reasoning** — estimate and measure angles, construct angles using a protractor.

**Chance** — list possible outcomes of chance experiments describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments.

**Data representation and interpretation** — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

## Health and Physical Education

### Physical Education *Specialist Teacher* – Play2Rhythm

In this unit, students develop specialised football skills and create and perform a sequence of these skills to music.

### Health – Multicultural Australia (Semester 2)

In this unit, students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.

## English

### Exploring narrative through novels and film

Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation.

### Reading

Does it make sense? Does it sound right?  
Does it look right?

- Use expression, volume, pace and observe punctuation
- Comprehension strategies: literal, inferential, synthesising, evaluative

### Spelling

- Year 5 Spelling Program (C2C)

### Handwriting

- Consolidate Queensland cursive handwriting

## Digital and Technology (Semester 2)

### A-maze-ing Digital Designs

In this unit, students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.

## Humanities and Social Sciences (Semester 2)

### Australian Communities in the Future

In this unit, students will:

- a familiar personal or community economics or business issue they may experience in their everyday life
- how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used
- how different types of resources are used by societies to satisfy needs and wants of present and future generations
- how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices

## The Arts

### Music *Specialist Teacher* – Rhythmic Riot (Semester 2)

In this unit, students 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.

### LOTE – Chinese *Specialist Teacher*

#### How do we play?

In this unit, students explore the concept of play and learn about the games played by children in Chinese-speaking cultures.