



Chapel Hill State School

Additional Learning Areas Curriculum and Assessment Yearly Overview 2024



YEAR 5

	Term 1	Term 2	Term 3	Term 4
The Arts	Media – U1 What’s the Story Work using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting. (Linked to U3 Science)		Dance – Unit 2A Cultural Dance • Work collaboratively to perform, choreograph and respond to dance using a stimulus. Drama - U2 An Australian Icon Work collaboratively to devise, perform and respond to drama based on the style of melodrama (Linked to U4 English)	
	Assessment: Criteria Sheet		Assessment: Observations checklist, Criteria Sheet	
	Music • Rhythm work. • Elements of music. • Ukulele	Music • Unit 3B Rhythmic Riot • Ukulele	Music • Rhythm work, staff notation. • Elements of music	Music • Rhythm work • Elements of music
	Assessment: Teacher observations - • Reading/ writing/ playing rhythms • Observational checklists • Learning to play the ukulele	Assessment: • Teacher checklist and marking guide	Assessment: Teacher observations - • Reading/ writing/ playing rhythms • Reading, writing and performing notes on the staff • Observational checklists	Assessment: Teacher observations - • Reading/ writing/ playing rhythms • Observational checklists.
Technologies	Digital Technologies – U1 A-Maze-ing Digital Designs In this unit students engage in a number of activities, including: <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language 		Design and Technologies - U3 Design for Mars (Linked to U2 Science) The characteristics of resources are matched with tools and techniques to make products that meet design challenges.	
	Assessment: Folio of Work Criteria Sheet • Part A - Designing, Producing • Part B - Evaluating • Part C - Oral Presentation (Linked to English)		Assessment: Portfolio	
HPE	Positive Behaviour for Learning (PBL) Developing and maintaining a safe and supportive school environment	Cybersafety Talks Online safety and anti-bullying session	Health and Personal Development Life Education Program. Cyberwise - Explore cybersafety through animation, vox pops of children, relevant scenarios, discussion and problem solving centred on: <ul style="list-style-type: none"> building positive relationships with online and offline friends safe, responsible and respectful behaviour online strategies for keeping personal information safe online strategies to deal with face to face and cyberbullying exploring the role of bystanders 	Human Relationship Programme <ul style="list-style-type: none"> Conception, pregnancy and birth. Introduction to puberty changes. Personal safety “my body belongs to me” (protective behaviours)
	Health – U3 Multicultural Australia Students gain an understanding of multiculturalism by examining the changing nature of Australia’s cultural identity through exploring the influence of people and places.			Health – Unit 2 Healthy Habits Explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure.

	<p>Physical Education –Aquatics, stroke correction, swim and survive</p>	<p>Physical Education - Athletics Participate in physical fitness routines to participate in the athletic carnival (locomotive skills e.g. run, jump, sprints, relays, warmups, throwing events, high and long jump, javelin, shot-put)</p>	<p>Physical Education – Physical Fitness Participate in fitness circuits to develop and refine gross motor skills and identify the significance of physical activity participation to health and wellbeing.</p>	<p>Physical Education – Volleyball Students will perform specialised volleyball skills. They will combine movement concepts and strategies during mini-volleyball gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during volleyball activities and games.</p>
	<p>Assessment: Observations/checklists</p>	<p>Assessment: Observations/ checklists</p>	<p>Assessment: Observations/ checklists</p>	<p>Assessment: Observations/checklists</p>
Languages - German	<p>Unit 1: What's in a name? In this unit, students explore the concept of names, the meanings they hold and their background in German-speaking countries and Australia. Students use language to communicate ideas relating to personal names and personal identity. Students will: <ul style="list-style-type: none"> Engage with a range of texts about personal identity Create connected texts using descriptive language Use a range of language to give personal information about identity. Participate in intercultural experience to notice, compare and reflect on language and culture. </p>	<p>Unit 2: What is family? In this unit, students use language to communicate ideas relating to the concept of family and group identity. Students will: <ul style="list-style-type: none"> Interact with peers about family structures and activities. Gather and compare information relating to families in Germany and Austria. </p>	<p>Unit 3: What are personal spaces? In this unit, students will explore the concept of self-identity in the context of personal spaces in Australia and German speaking cultures. Students will: <ul style="list-style-type: none"> Interact with others to describe and discuss opinions about favourite places. Gather and compare information about favourite places. Create texts about their favourite places. Reflect on similarities and differences between own preferences and that of German children. </p>	<p>Unit 4 How do we play? In this unit students will explore the concept of play and the games young people in German-speaking countries play. Students will: <ul style="list-style-type: none"> Discuss games they play Explore language used in games Understand pronunciation of German words. </p>
	<p>Assessment: Collection of work: listening, <i>writing and reflecting</i> <ul style="list-style-type: none"> Students gather and compare information from a spoken text and convey information in different formats, identifying connections between culture and language </p>	<p>Assessment: Collection of work: <i>writing, speaking and reflecting</i> <ul style="list-style-type: none"> Students convey information about family to others. Students use German systematic sentence structures and word order rules. </p>	<p>Assessment: Collection of work: <i>writing and analysing</i> <ul style="list-style-type: none"> Students produce a short informative text applying the conventions of a familiar text type. Students identify text structures and language features. </p>	<p>Assessment: Collection of work: <i>speaking, writing and analysing</i> <ul style="list-style-type: none"> Students explain and play a game, and analyse and reflect on rules for pronunciation. </p>

Disclaimer: Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.