



UOI 3: An inquiry into **rights and responsibilities in the struggle to share finite resources with other people** and with other living things; **communities and the relationships within and between them**; access to equal opportunities; peace and conflict resolution.
(7 Weeks)

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Environmental and human factors impact our planet.	An inquiry into: <ul style="list-style-type: none">the impact of weather and disasters on environmentspositive and negative impacts on the planethuman management of resources and environments	CAUSATION CONNECTION	OPEN-MINDED CARING

Summative Assessment Tasks

Task A: Students create an Emergency Action Plan regarding a flood.

Task B: Students identify and describe the locations of places using mapping conventions. They will sort, record and interpret data and information about the characteristics of places.

Learning Areas Covered

English

Students will use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features to create multimodal news report.

Maths

Number

Students will be exploring a range of strategies to multiply numbers. They will also be learning to order, add and subtract fractions with like and unlike denominators; represent tenths and hundredths using written and visual strategies; and to justify their thinking.

Measurement and Geometry

Students will find area and perimeter of rectangles and composite shapes. They will locate places and directions on co-ordinate grids.

Statistics and Probability

Students will read and interpret graphs to answer questions. They will notice and explain trends in data.

Geography

Students will consider how people and environments influence one another as they investigate the impact of natural disasters on environments and communities, and how people prepare and respond. They will consider how resources are being used to manage bushfires and floods, and what is being done to protect environments and communities.

Health

- Review and define Health Information
- Understanding the Human Body
- Nutrition and Healthy Eating
- Physical Activity and Exercise
- Mental Health and Well-being
- Safety at Home and School
- Internet Safety and Cyberbullying
- OPTIONAL (if time permits) Substance Abuse and Peer Pressure

Physical Education

Refine and Modify Movement Skills in track and field –also investigating the components of fitness

All leads up to the Senior Sports Day at the end of term.

The Arts (Drama)

In Dance and Drama this term, students will identify how they and others use the elements of drama. They will explore the theme of natural disasters and how actors use dramatic elements to communicate different meanings. Students will use the play 'Paradise' to explore their use of dramatic elements and how they can communicate various ideas. Their assessment will be an Exploring and Responding task based on identifying the elements of drama used by actors in a performance.

The Arts (Visual)

This term in Visual Arts, Year 5 students are exploring portraiture, learning how artists capture identity, expression, and emotion through their work. They will study different portrait styles and techniques before bringing their ideas to life in a three-dimensional clay bust.

Students will develop skills in sculpting, shaping, and detailing to create a clay representation of a face, focusing on proportion and form. This hands-on project encourages creativity and self-expression while deepening their understanding of portraiture in art.

French

This term in French, students will use language to communicate ideas relating to personal names and personal identity. They will then listen to and view a text in French and respond to questions as well as write a text in French.

Suggested Parent Involvement

- Discuss and develop a family evacuation plan in case of an emergency.
- Identify local and national organisations where people come together for a common cause/goal.
- Help them make connections with current events.