

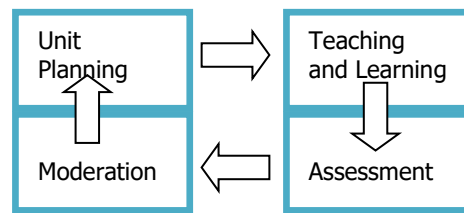
SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>Language</li> <li>Literature</li> <li>Literacy</li> </ul>	Unit 1 Examining and creating fantasy texts (including an ethical dilemma)	U2 Examining media texts (persuasion)	U6 Exploring narrative through novels and film (comparing novels and films)	U5 Responding to poetry U4 Appreciating poetry
<b>MATHS</b> <ul style="list-style-type: none"> <li>Number and Algebra</li> <li>Measurement and Space</li> <li>Statistics and Probability</li> </ul>	Number Space Statistics	Number & Algebra Measurement	Number Space Measurement	Number & Algebra Probability
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Science Understanding</li> <li>Science Inquiry Skills</li> <li>Science as a Human Endeavour</li> </ul>	<b>Unit 1 Survival in the Environment (Create a Creature – slideshow)</b> Biological Science	<b>Unit 2 Our Place in the Solar System</b> Earth and Space Science	<b>Unit 3 Now You See It</b> Physical Science	<b>Unit 4 Matter Matters</b> Chemical Science
<b>Humanities and Social Sciences</b> (previously known as History and Geography) <ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Inquiry and skills</li> </ul>	<b>Unit 1 People and the Environment</b> How do people and environments influence one another? <b>Democracy:</b> mini unit	<b>Unit 1 People and the Environment</b> How do people and environments influence one another?	<b>Unit 3 Communities in Colonial Australia (1800s)</b> How have individuals and groups in the colonial past contributed to the development of Australia?	<b>Unit 5 Consumer Decision Making in Australian Communities</b>
<b>TECHNOLOGIES</b> (including STEM (Science, Technology, Engineering, Maths)) <ul style="list-style-type: none"> <li>Digital</li> <li>Design</li> </ul>	<b>TECHNOLOGIES</b> Drones (not assessed)	<b>TECHNOLOGIES</b> Drones (not assessed)	<b>STEM</b> Design Challenges (not assessed)	<b>STEM</b> Digital Immersion (not assessed)
<b>THE ARTS</b> <ul style="list-style-type: none"> <li>Performing Arts</li> <li>Music</li> </ul>	<b>Performing Arts</b> Drama: The Big Bad Wolf wants a Change (Play) (not assessed)	<b>Performing Arts</b> Dance: Hall opening performance (not assessed)	<b>Performing Arts</b> Dance as Sport & Fitness (assessed and reported)	<b>Performing Arts</b> Drama: Melodrama Script writing (not assessed)
<b>HEALTH AND PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>Health</li> <li>Physical Education</li> </ul>	<b>Physical Education</b> Cross Country and Ball Skills (not assessed) <b>Health</b> Let's All Be Active (assessed and reported)	<b>Physical Education</b> Athletics & Tchouckball (assessed and reported)	<b>Physical Education</b> Ultimate Frisbee/La Cross (not assessed) <b>Health</b> U1 Who influences me? (assessed and reported)	<b>Physical Education</b> Swim2Survive (assessed and reported)
<b>Languages (Japanese)</b>	<b>Unit 1 What's in a Name?</b> <ul style="list-style-type: none"> <li>name, age, likes, family member names</li> <li>Japanese names (boys &amp; girls names) <ul style="list-style-type: none"> <li>honorific names</li> <li>own name in katakana</li> </ul> </li> <li>introduce the different scripts</li> <li>Japanese geography &amp; city names</li> </ul>	<b>Unit 2 Photo Album</b> <ul style="list-style-type: none"> <li>names of own/other family members</li> <li>continuing talking about likes &amp; dislikes</li> <li>consolidate numbers &amp; counting</li> <li>counting people</li> <li>hobbies/Sports</li> <li>age, grade, live</li> </ul>	<b>Unit 3 Who are we?</b> <ul style="list-style-type: none"> <li>Jikoshoukai (self-introductions) extension</li> <li>include nationalities</li> <li>suffix (jin,go)</li> <li>heavy focus on reading hiragana script</li> <li>flags</li> <li>colours</li> </ul>	<b>Unit 3 Who are we? (Cont)</b> <ul style="list-style-type: none"> <li>Jikoshoukai (self-introductions) extension</li> <li>include nationalities</li> <li>suffix (jin,go)</li> <li>heavy focus on writing hiragana script</li> <li>flags</li> <li>colours</li> </ul>
<b>CAMPS AND EXCURSIONS*</b>	Ambulance CPR	Cosmodome Motiv8	Caboolture Historical Village	Science Street Coolum Aqua Park
<b>SPECIAL EVENTS*</b> *To be confirmed	Cyber Safety Incursion (P&C funded for parents and students) School Photos Cross Country NAPLAN	Athletics Carnival NAIDOC Activities Book Fair	Interschool sport Life Education Nexus Arts	Swimming Carnival

**Specialist Subjects & Learning Areas: As per Curriculum Assessment Reporting Framework (CARF), these will be reported to parents across bands (see BMSS reporting below in bold)**

HPE	The Arts	Technologies	Languages (Years 5&6)
<i>CARF reporting minimum one semester every year P-2; every semester every year Years 3-6</i> <b>Prep: Semester 1 &amp; Semester 2</b> <b>Years 1-2: Semester 2</b> <b>Years 3-6: Semester 1 &amp; Semester 2</b>	<i>CARF reporting minimum at least once per Band (Bands: P-2; 3-4; 5-6)</i> <b>Music: Years 2 &amp; 4 Semester 1; Year 6 Semester 2</b> <b>Drama: Years 1 &amp; 3 - Semester 2</b> <b>Dance: Year 5 Semester 2</b>	<i>CARF reporting minimum once per Band (Bands: P-2; 3-4; 5-6)</i> <b>Semester 2: Year 2, Year 4 and Year 6</b>	<i>CARF reporting minimum at least one semester each year</i> <b>Reporting to parents Semester 1 and Semester 2</b>

### Curriculum, Assessment, Moderation and Reporting at BMSS

Teachers at Buderim Mountain State School follow the Australian Curriculum, supported by Education Queensland teaching resources. Most subjects are taught in 10 week blocks with an assessment piece at the end of the teaching. Assessment pieces are moderated within the year level to ensure consistency within our teaching and learning framework.



### Reporting Plan

A parent or caregiver is welcome to phone at any time to make an appointment for an interview with your class teacher to discuss educational or social needs, in addition to the below schedule.

<b>Term 1</b>	Weeks 3-4	<b>Parent Information Sessions</b>
	Week 9-10	<b>Scheduled Interviews Offered</b>
<b>Term 3</b>	Week 1	<b>Written Semester Report</b>
	Week 2-3	<b>Scheduled Interviews Offered</b>
<b>Term 4</b>	Week 10	<b>Written Semester Report</b>

Buderim Mountain Staff will be available for, and will initiate where appropriate, interviews with parents and caregivers of students who have additional needs. This will include learning needs, student management needs, and students with Individual Learning Plans.

### Diagnostic Testing Plan

During the year there are scheduled times for specific testing in a range of areas. This informs our teaching and monitors each child's progress, both during and over the years at Buderim Mountain State School. Below is a schedule of times whole school testing occurs.

<b>Term 1</b>	Sound Waves Diagnostic (Spelling)	Ongoing as needed (Years 1-6)
	Phonological Awareness Skills Test	Prep
	NAPLAN	Year 3 & Year 5
	PM Benchmark (Reading and Comprehension)	Year 1
	Magic 200 sightwords	Year 1
<b>Term 2</b>	PM Benchmark (Reading and Comprehension)	Prep & Year 1
	Magic 200 sightwords	Prep
<b>Term 3</b>	Magic 200 sightwords	Prep
<b>Term 4</b>	PM Benchmark (reading and Comprehension)	Prep. – Year 3
	Phonological Awareness Skills Test	Prep
	Probe (Reading and Comprehension)	Year 4-6
	Magic 200 sightwords	Prep

Welcome to



# Buderim Mountain State School 2024

# Year 5

## Curriculum, Assessment and Reporting Plan