# Hills Grammar

# English Yearly Overview Scope and Sequence
## Stage 3 | Year 5 | 2024

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| **Duration** | Week 1-11 | Week 1-9 | Week 1-10 | Week 1-8 |
| **Unit Title** | Journaling in Time | Crafting Informative Narratives | What a disaster! | Sticky Messages |
| **Textual Forms** | Imaginative/Informative | Informative/Hybrid Text | Imaginative/informative | Persuasive Writing |
| **Textual Concept** | Characterisation, Narrative, Theme | Authority | Imagery, symbols and connotation | Argument, context and perspective |
| **Related KLAs** | History | Science and Technology | Geography | N/A |
| **Overview** | **Big Idea: How do characters shape and contribute to thematic blueprints?** In this unit, students will engage in an exploration of thematic elements within the novel "August and Jones" by Pip Harry. Their primary focus will revolve around the enduring themes of friendship, resilience, and the strength of character portrayed in the narrative. Students will embark on an in-depth analysis of the lives of the three main characters in the novel, gaining a comprehensive understanding of how the author masterfully interweaves the themes of friendship, resilience, and character development into their narratives.<br><br>Students will develop a keen sense of empathy as they explore the emotional depth of the characters and discover how the author elicits this powerful connection with readers. When writing through the use of model texts, students will have the opportunity to delve into journals and biographies that offer insights into the life of Australian colonial times. They will draw inspiration from these historical perspectives to create imaginative and informative journal entries, providing a unique glimpse into the past through the lens of a character reflecting on their journey in the mentor text "August and Jones." By the end of this unit, students will have deepened their appreciation for literary themes and character development developed skills to be adept at crafting narratives that evoke empathy. | **Big Idea: How might we craft data and information into clear and meaningful dialogue?** In this unit, students will explore the informative genre of information based texts, identifying their key text structures and language forms and features. They will compare and contrast different forms of information based texts, such as those written in an expository style, as an infographic such as NASA's Waste in Space and those written in narrative non-fiction. In narrative non-fiction, they will investigate the way in which composers combine informative detail with fictional elements using texts such as Oliver Jeffers, Meanwhile back on Earth.<br><br>Drawing upon what they have learned, students will create several informative texts of their own, including information reports, an infographic exploring a planet of choice (matching what they have chosen in Science and Technology) and a short documentary of what would happen if we lived on that planet. Students will describe the rover they have designed in Science and Technology and how it will work on the chosen planet. | **Big Idea: How does the visual power of illustration and language through imagery create lasting impact?** In this unit, students will explore hybrid texts that combine imagination and information to depict the impact of natural disasters on people and the environment. They will analyse text structures and language features used by authors, fostering a deeper understanding of how and why these narratives are structured in specific ways.<br><br>Students will compare the purposes for different texts and consider why authors and illustrators have structured texts in particular ways. They will also analyse how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading. Moreover, students will understand that texts, such as poetry, may include innovative use of punctuation and vocabulary and will experiment with this to suit the purpose and for effect.<br><br>By the conclusion of this unit, students are expected to appreciate the intricate art of crafting hybrid texts and would have developed skills in analysing, constructing, and presenting narratives that effectively convey the experiences and consequences of natural disasters. | **Big Idea: How might we effectively harness the power of language to make change?** In this unit, students will explore various text structures, language forms, and features within persuasive writing. They will critically analyse the textual choices made by authors and speakers of persuasive discourse, with a particular emphasis on the integration of multimodal elements to strengthen and expand their arguments. Students will discern the underlying purposes of different examples of persuasive discourse, ranging from those intended to entertain to those primarily geared towards persuading an audience.<br><br>Throughout this unit, students will craft a variety of interconnected persuasive texts. This will include composing an exposition, developing an interactive sticky message poster, and collaborating on the creation of a video ad campaign or website. |

## Outcomes

EN3-OLC-01, EN3-VOCAB-01, EN3-REFLU-01, EN3-RECOM-01, EN3-CWT-01, EN3-CWT-02, EN3-CWT-03, EN3-SPELL-01, EN3-HANDW-01, EN3-HANDW-02, EN3-UARL-01

*Please note scope and sequences may be adjusted for student learning and events.*