



Curriculum Overview

Year 5



In Term 1, we will be learning about the following topics in each curriculum area:

English:

Appreciating and responding to literary texts

Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings.

Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose.

Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. Students compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view.

Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features.

They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.

This learning area will be taught, assessed and reported on.

Mathematics:

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals
- use materials, diagrams or arrays to become efficient with multiplication facts
- locate and move positions within a grid coordinate system to pinpoint specific locations
- recognise what stays the same and what changes when shapes undergo transformations
- use physical materials and dynamic geometric software to perform transformations
- plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.

This learning area will be taught, assessed and reported on.

Science: Survival in the Environment

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations.

Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences: People and the Environment

Inquiry questions:

How do people and environments influence one another?

In this unit, students will investigate:

- the characteristics of places in Europe and North America and the location of their major countries in relation to Australia
- the human and environmental factors that influence the characteristics of places and the interconnections between people and environments
- the impact of human actions on the environmental characteristics of places in two countries in Europe and North America
- how to complete maps using cartographic conventions
- the language used to describe the relative location of places at a national scale
- how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.

This learning area will be taught, assessed and reported on.

Health and Physical Education (HPE):

Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions.

Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress.

Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes

This learning area will be taught, assessed and reported on.

The Arts – Visual Art and Drama

In this Arts unit, Visual Art and Drama are used as the context for teaching arts concepts. Students will examine how puppeteers and visual artists use design, symbol, voice, movement and tension to communicate meaning. They investigate how cultures use puppetry to represent power, identity and moral conflict, and how melodramatic features such as exaggeration, contrast, heightened gesture and clear archetypes shape audience understanding.

This learning area will be taught, assessed and reported on.

Languages - Japanese:

What's in a name?

Students use language to communicate ideas relating to personal names and personal identity.

Students will:

- introduce themselves and talk about their likes and dislikes
- identify meaning in names and the reasons for conventions about family and personal names
- listen to people talk about personal and family names
- be introduced to Hiragana

This learning area will be taught, assessed and reported on.