



Curriculum Overview

Year 5



In Term 2, 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 informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts.

Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.

Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included.

Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.

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:

- experiment with factors and multiples using algorithms and digital tools
- use estimation strategies to check the reasonableness of calculations
- use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context
- use proficiency with multiplication facts and efficient calculation strategies
- use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division
- apply an understanding of relationships to convert between 12- and 24- time

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

Science: Our place in the solar system

Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students pose questions and plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.

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

Humanities and Social Sciences: Managing Australian communities

Inquiry questions:

- *How are people and environments managed in Australian communities?*

In this unit, students will investigate:

- how places are affected by the interconnection between people, places and environments
- the influence of people on the human characteristics of places, including how the use of space within a place is organised
- how laws impact on the lives of people in the present
- the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management
- environmental challenges in the form of natural hazards
- ways in which people respond to a geographical challenge and the possible effects of actions.

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 is a family?

- Students use language to communicate ideas relating to the concept of family and identity.

Students will:

- introduce their family members
- interact with peers about family members and activities
- identify language and behaviours that reflect relationships and values in Japanese society
- develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'

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