



Curriculum Overview

Year 5



In Term 3, we will be learning about the following topics in each curriculum area:

English:

Students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work.

Students read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning.

Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience.

Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace.

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

Mathematics:

Number

- apply understanding of relationships to convert between forms of numbers, units and spatial representations
- use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions reached about the context
- use common percentages to make proportional comparisons of quantities

Space

- apply an understanding of relationships between objects and two-dimensional nets

Measurement

- use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces and mass and capacity
- use appropriate instruments and digital tools to construct and measure angles in degrees

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

Science: Light Shows

Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.

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

Humanities and Social Sciences: Communities in colonial Australia (1800s)

In this unit, students investigate how individuals and groups contributed to the development of colonial Australia after 1800, focusing on key events such as inland exploration and the gold rushes. They examine the economic, political, and social reasons for colonial growth, explore daily life for different groups, and consider the impacts of colonisation on Aboriginal peoples and the environment.

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

Health and Physical Education (HPE):

Students investigate different sources of health information and explore how they influence choices and behaviours about health, safety, relationships and wellbeing.

Students refine and modify movement skills across different movement contexts, such as net/court; invasion; and striking and fielding games and activities. They experiment with different techniques and transfer strategies to enhance their performance and develop ways they can support fair play and inclusion.

Through individual and collaborative activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes.

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:

Music (14 weeks)

In this 14-week unit, Year 5 students will explore how music brings stories to life in cinematic and theatrical contexts. By analysing iconic film scores and stage compositions, students examine how composers use musical elements to express mood, build atmosphere, and represent character. Students create layered soundscapes, engage in guided composition, and perform musical excerpts that highlight the expressive potential of harmony, timbre, and rhythm. The unit develops students' aural awareness, instrumental skills, and appreciation for the narrative power of music in film and theatre.

Dance (6 Weeks)

In Dance, students will explore cultural dances from different geographic regions. They will explore how each dance communicates meaning through gesture, rhythm, and choreographic devices. Students will collaborate to create dances that respectfully blend traditional elements with modern storytelling.

This learning area will be taught, assessed and reported on. Music will be taught, assessed and reported in the Semester Two report card, while Dance will be taught across Semester Two, but not assessed and reported on.

Languages - Japanese: What are personal spaces?

In this unit, students explore the concept of personal spaces within their home environment and in Japan by engaging with texts and conversations about favourite places. They create their own texts about personal spaces and participate in intercultural experiences to compare, reflect on, and deepen their understanding of language and culture.

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