



Curriculum Overview

Year 5



In Term 4, we will be learning about the following topics in each curriculum area:

English:

Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.

Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters.

Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view.

Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.

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 place value to order decimals
- use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns
- use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers and divide by single digit numbers
- find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays
- develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.

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

Science: What's the matter?

Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.

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

Humanities and Social Sciences: Managing Australian Communities

In this unit, students will investigate how places are affected by the interconnection between people, places and environments. They will explore the influence of people on the human characteristics of places, including how the use of space within a place is organised. Student will develop an understanding of how laws impact on the lives of people in the present. They will also investigate the ways of living of Aboriginal

peoples and Torres Strait Islander peoples, particularly in relation to land and resource management. Students will explore environmental challenges in the form of natural hazards. They will also explore 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 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:

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.

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

Languages - Japanese: How do we shop?

In this unit, students will explore shopping in Japan and describe simple items.

Students will:

- identify objects
- develop understanding of currency and associated language
- participate in shopping experiences and engage with the language for general counter

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