



Year Five – Curriculum Overview – 2025

Learning Area		Term 1	Term 2	Term 3	Term 4
English	English Units 6 hours per week	<p style="text-align: center;">Share and expand on ideas and opinions Persuasion</p> <p>Students engage with a variety of informative texts that support 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.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Engaging with information reports on Natural Disasters</p> <p>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.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Book Review or comparison</p> <p>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.</p> <p>Students, read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Completing a novel study</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
	Assessment	<p style="text-align: center;">Assessment task 1.1 — Speaking and listening</p>	<p style="text-align: center;">Assessment task 2.1 — Reading, viewing and comprehending informative texts</p> <p style="text-align: center;">Assessment task 2.2 — Writing and creating informative texts – Natural Disasters</p>	<p style="text-align: center;">Assessment task 3.1 — Speaking and listening</p>	<p style="text-align: center;">Assessment task 4.1 — Reading, viewing and comprehending narrative texts</p> <p style="text-align: center;">Assessment task 4.1 — Writing and creating imaginative texts</p>
Maths	Maths Units 5 hours per week	<p>Number – Teach</p> <ul style="list-style-type: none"> 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 <p>Space – Teach and assess</p> <ul style="list-style-type: none"> 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 <p>Statistics – Teach and assess</p> <ul style="list-style-type: none"> 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. 	<p>Number and Algebra Teach and Assess</p> <ul style="list-style-type: none"> use physical and virtual materials to experiment with factors and multiples use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division build fluency and understanding of multiplication facts. develop efficient strategies to multiply and divide use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached use estimation strategies to check the reasonableness of calculations when solving problems <p>Measurement Teach and monitor</p> <ul style="list-style-type: none"> apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems. 	<p>Number – Teach and Assess</p> <ul style="list-style-type: none"> use common percentages to make proportional comparisons of quantities in everyday contexts apply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators use mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions <p>Space and Measurement – Teach and assess</p> <ul style="list-style-type: none"> apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units decide on the appropriate unit when measuring length, mass and capacity of objects use appropriate instruments such as protractors and digital tools to construct and measure angles in degrees. 	<p>Number and Algebra – Teach and assess</p> <ul style="list-style-type: none"> 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 <p>Probability – Teach and assess</p> <ul style="list-style-type: none"> develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.
	Assessment	<p style="text-align: center;">Assessment task 1.1 — Space</p> <p style="text-align: center;">Assessment task 1.2 — Statistics and Statistical investigations</p>	<p style="text-align: center;">Assessment task 2.1 — Number and Mathematical modelling</p>	<p style="text-align: center;">Assessment task 3.1 — Number and Mathematical modelling</p> <p style="text-align: center;">Assessment task 3.2 — Measurement and Space</p>	<p style="text-align: center;">Assessment task 4.1 — Number, Algebra and Computational thinking</p> <p style="text-align: center;">Assessment task 4.2 — Probability and Probability experiments and simulations</p>

Science	Science Units 90mins per week	Matter Matters Classification of matter to include gases. How matter structures the world. Solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Observable properties and behaviours of solids, liquids and gases.	Adaptations: Animal Adaptations – survival in the Australian environment Structural features and behavioural adaptations that assist living things survive in their environments. Investigate factors that influence how plants and animals survive in extreme environments. Create a creature with adaptations that are suitable for survival in a prescribed environment.	Light – Now You See it Investigate properties of light and formation of shadows. Reflection of angles, how refraction affects perceptions of an object's location, how filters absorb light and affect how we perceive colour of objects; and the relationship between light source distance and shadow height. Role of light in everyday objects and devices.	Space: Our place in the Solar system Describe key features of our solar system including planets and stars. Scientific developments have affected people's lives and knowledge of the solar system comes from a range of people. Plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests.
	Assessment	Investigating evaporation and explaining solids, liquids and gases project.	Create and present a creature multimodal presentation	Light test Light investigation	Exploration of the Solar System test

Learning Area		Semester 1		Semester 2	
HASS	HASS Units 90mins per week	People and the environment In this unit, students will explore the following inquiry question: How do people and environments influence one another? Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate. Resources that support higher-order thinking skills:	Managing Australian Communities Students will: <ul style="list-style-type: none"> • explore principles involved in minimizing the harmful effect of natural disasters • interpret data to evaluate the ways citizens respond to an Australian natural hazard • propose ways in which citizens can respond to natural hazards and describe the possible effects of actions 	Australia Through the 1800's: Integrated Unit 1 History and Economics Inquiry In this unit students will engage and investigate the following inquiry questions: <ol style="list-style-type: none"> 1. What do we know about the lives of people in Australia's colonial past and how do we know? 2. How did an Australian colony develop over time and why? 3. How did colonial settlement change the environment? 4. How did the Gold Rush era shape Australian colonies? 5. Why do choices need to be made about how limited resources are used? 6. What were the needs and wants of people in Australia's past and how do they compare present and future needs and wants? Purpose: To understand the political, social and capital reasons the colony of Australia developed in the 1800's and to investigate the impact of the Gold Rush on an Australian colony and the people who lived within.	Participating in Australian communities Students will: <ul style="list-style-type: none"> • describe the roles of different people in Australia's legal system • identify the importance of values to Australia's democracy identify the importance of processes to Australia's democracy. • work with others to generate alternative responses to an issue or challenge. • describe different views on how to respond to an issue or challenge Inquiry Focus Questions <ol style="list-style-type: none"> 1. What is democracy in Australia and why is voting in a democracy important? 2. Why do we have laws and regulations? 3. How and why do people participate in groups to achieve shared goals? 4. Why do I have to make choices as a consumer? 5. What influences the decisions I make? 6. What can I do to make informed decisions?
	Assessment	Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. Present their answer in a spoken presentation to an audience.	Students will answer short questions to identify how environmental issues in Australian communities can be managed.	Students will research, analyse and sequence information to understand the political, social and economic reasons the colony of Australia developed over time in the 1800's with a particular focus on the impact the discovery of gold had on the development of Australian colonies and the people who lived within.	Students will describe the key values that underpin democratic societies and investigate these democratic values and processes within the school community.

Technologies	Technology Unit 75mins per week		Digital Technologies Students explore visual programming that incorporates branching, repetition and user input.
	Assessment		Digital Design – Assessment task Students implement a digital solution using a simple visual program involving branching, repetition and user input. They define why people interact with touch inputs. They use communication tools to share ideas and information.
The Arts	Arts Unit	Visual Arts Students explore and recreate artworks using techniques and processes from the Cubism movements in the early 20 th century. They will explain how ideas are represented in artworks and describe the influences of artworks and practices from different cultures, time and places. They describe how the display of artworks enhances meaning for an audience.	Drama Students work collaboratively to plan and perform dramatisations for specific audiences and purposes using story principles to shape points of view and genre conventions and movement.
	Assessment	Students will create a portfolio of work that demonstrates the techniques and processes from the Cubism movement. Students will respond to artworks and describe the meaning and how this influences the audience.	Dramatisation performance and reflection. Short response test