

Year 5, Term 1, 2025 Curriculum Overview



English

This will be taught, assessed and reported on

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 aligned with HaSS learning area content focused on exploring the Gold Rush era in Australian history.

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.

Maths

This will be taught, assessed and reported on

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.

HaSS

This is part 1 of a unit that will be assessed and reported on in Term 2

Students will study the reasons behind the expansion of British colonies and sequence events chronologically. They will recognise cause and effect of migration and study the different groups living in the Australian colonies and learn about their way of life and how they contributed to the changing social and economic landscape within the colonies. Through historical inquiry, students will develop skills in analysing sources as evidence, recognising cause and effect, identifying patterns of continuity and change in the daily lives of migrants and Aboriginal and Torres Strait Islander Peoples and explaining the influence of a significant event on the development of a colony.

Science

This will be taught, assessed and reported on

Students engage in an exploration of Earth's movement in relation to the Sun, investigating how its rotation, tilt and revolution drive cyclic observable phenomena. Through hands-on activities and digital simulations, they will model how Earth's rotation on its axis creates the cycle of day and night and examine how its tilt leads to variations in sunlight across different regions, including phenomena like extended daylight or darkness at the poles. Students explore the vital role of gravity in maintaining the planets' orbits. They will deepen their understanding of the vast distances between the planets and the relationships between the Sun and planets. Students research the astronomical knowledge of First Nations Peoples of Australia and their use of the night sky for timekeeping.

The Arts

This will be taught, assessed and reported on

Students explore how texture can be used to express ideas and emotions in both two- and three-dimensional artworks, drawing inspiration from a range of artists. Students will:

- Investigate and compare how artists use texture to communicate meaning and apply this understanding in their own artworks.
- Experiment with materials and techniques (e.g. collage, sculpture, surface manipulation) to create and present textured artworks that express personal ideas and engage the audience.

HPE

This will be taught, assessed and reported on

For Health & Wellbeing, students identify and express the six basic emotions and continue to explore a range of three levels to each emotion, define both happiness and sadness, their importance, activities and behaviours that contribute to these emotions and management strategies; develop an understanding of emotion regulation through basic brain anatomy and the chemical responses within their brains; analyse their personal strengths and weaknesses and continue simple goal setting. For PE, students will engage in a program of gymnastics instruction provided by a professional coach. They will also refine and modify movement skills and apply movement concepts across a range of situations.

Technologies
In 2025, this learning area will be taught in Semester 2.

Auslan <i>This will be taught, but not assessed or reported on</i>
Students demonstrated growing fluency in fingerspelling and applied their knowledge of basic greetings and classroom instructions in everyday interactions. They used games like Alphabet Bingo and alphabet dice to apply their knowledge of sign parameters and practiced interpreting and performing the Welcome Auslan song with correct facial expression and timing.