

# Year 5 Curriculum Overview

## Term 1 2025



Teachers: Miss Natalie Gee, Ms Bronwyn Shore, Mr Joe Borg, Mr Brett Schneider

### English Reading

Students will be learning to:

- Encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.
- Explain how text structures assist in understanding the text.

### Writing

Students will be learning to:

- create persuasive texts for different purposes and audiences about democracy and
- edit their work for cohesive structure and meaning.

### Speaking & Listening

Students will be learning to:

- conduct a debate on why living in a democratic country is a better way of living
- contribute actively to class and group discussions, taking into account other perspectives,

### Spelling

### Mathematics

Students will be learning to:

#### Number

- Use place value to write and order decimals including decimals greater than one.
- Create and use algorithms to identify and explain patterns in the factors and multiples of numbers.
- Express natural numbers as products of factors and identify multiples.

#### Measurement

- Choose and use appropriate metric units to measure the attributes of length.
- Choose and use appropriate metric units to solve problems involving perimeter and area.

#### Statistics

- Identify the mode and interpret the shape of distributions of data in context.
- Interpret and compare data represented in line graphs.

### Religion

Students will be learning to:

- Identify ways in which faith is shared and strengthened in communities of believers, past and present.
- Use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.
- Describe the significance of personal and communal prayer and worship including the Eucharist, the psalms, Sabbath rituals and prayers for the lives of the believers.

### Resilience Project

- Students will be learning to:

<p>Students will be learning to understand about:</p> <ul style="list-style-type: none"> <li>• Apostrophes of possession</li> <li>• Prefixes</li> </ul>	<p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>- Use an efficient strategy to multiply large numbers by one and two digit numbers and divide by single digit numbers.</li> </ul>	
<p><b>Science</b></p> <p>Students will be learning to:</p> <ul style="list-style-type: none"> <li>• classify substances according to their observable properties and behaviours</li> <li>• discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.</li> </ul> <p><b>Technology</b></p> <p>Students will be learning to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>HASS</b></p> <p>Students will be learning to:</p> <p><b>Civics</b></p> <ul style="list-style-type: none"> <li>- Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system.</li> <li>- They recognise that choices need to be made when allocating resources.</li> <li>- They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices.</li> <li>- They describe different views on how to respond to an issue or challenge.</li> </ul> <p><b>History (Term 1 and 2)</b></p> <ul style="list-style-type: none"> <li>- Describe the significance of people and events/developments in bringing about change.</li> <li>- Identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same.</li> <li>- Describe the experiences of different people in the past.</li> </ul>	<p><b>Health</b></p> <p>Students will be learning to identify, understand and manage:</p> <ul style="list-style-type: none"> <li>• Mental Health and Well Being</li> </ul> <p><b>Physical Education</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop movement skills and sequences associated with the sport of Oz-tag; including passing, kicking, catching, rucking and play the balls.</li> <li>• Propose and combine movement concepts and strategies, tactics, offensive/defensive plays, teamwork, spatial awareness, agility, speed and endurance/fitness, in order to achieve movement outcomes and solve movement challenges; scoring tries, defending against tries, getting past defensive lines both as a team and individually.</li> <li>• Detail the significance and benefits of continued physical activity on health, fitness and wellbeing.</li> </ul>

	<ul style="list-style-type: none"> <li>- Sequence information about events and the lives of individuals in chronological order using timelines.</li> <li>- Develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry.</li> <li>- Analyse sources to determine their origin and purpose and to identify different viewpoints.</li> <li>- Develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.</li> </ul>	
<p><b>Languages</b> <b>Italian</b></p> <ul style="list-style-type: none"> <li>• This semester, students will be learning to initiate exchanges and respond to modelled questions about self, others, and the classroom environment, using formulaic expressions. Students will be learning to describe everyday home routines using modelled and rehearsed language.</li> </ul>	<p style="text-align: center;"><b>Class Details</b></p> <ul style="list-style-type: none"> <li>- NAPLAN will be from Wednesday 12 to Monday 24 March</li> <li>-</li> </ul> <p><b>Library Times:</b> 5C - Tuesday 12.30pm-1pm  5L - Thursday 12:30pm - 1pm  5F - Thursday 12pm - 12:30pm  5R - Wednesday 11:30am - 12pm</p> <p><b>Assembly</b> - In the hall at 8.45am every Friday morning.</p> <p><b>Homework</b> - Home Readers (20 minutes for 4 nights)</p>	

Students will list key words, phrases and simple descriptive sentences relating to shared experiences at school or at home. Students will respond to a simple survey relating to likes and dislikes. Students will convey meaning by presenting findings in a simple bar or picture graph

**Arts**  
**Dance**

This Semester students will perform a group dance based on "The Lorax," evaluating students' understanding of sustainability issues, choreography creativity, focus and clarity of movement, confidence, teamwork, and expressive skills.

**Visual Arts**

This semester in Visual Art students in Year Five will reflect on how the display of an artwork may enhance its meaning for an audience. They will explore animal symbolism in art and work through the skills needed to draw their own animal including shape and texture. Students will explore printing as an art form including in First Nations art. They will have the opportunity to create a relief print of their chosen animal.