# 2026 Term 4 Learning & Teaching Overview - Year 5

| Weeks & Events | 1<br>Tuesday 6 October- Term 4 begins | 2 | 3 | 4<br>Friday 30 October - Day for Daniel | 5 | 6<br>Wednesday 11 November - Remembrance Day | 7<br>19 November - Bump Up | 8 | 9<br>Thursday 3rd December - Reports released<br><br>Friday 4th December- Term 4 concludes | |
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| **Religion** | Students will examine Mary's role as Mother of Jesus and Mother of the Church. They will analyse the elements and features of some Marian prayers including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth to describe the role of Marian prayer in the lives of believers past and present. | | | | | | | | | |
| **English** | **Topic: Knights at the round table**<br><br>Students will explore the exciting world of heroic tales. They will learn how authors create engaging narratives using strong characters, vivid settings, challenges, battles and satisfying resolutions. Students will study a model heroic tale, *Lady Elowen and the Ogre*, which features a courageous and clever warrior who must use her quick thinking to overcome a powerful enemy.<br><br>Throughout the unit, students will develop their understanding of characterisation, descriptive language, sentence structure, dialogue, action and story cohesion. They will plan and write their own heroic tale featuring a hero, a challenge or villain, a setting and a clear sequence of events. The writing stimulus encourages students to create an original heroic narrative involving ideas such as knights, quests, dragons, battles, castles or magical worlds. | | | | | | | | | |
| **Mathematics** | Students will choose and use appropriate metric units to measure the attributes of mass and capacity. They will plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools. Students identify the mode and interpret the shape of distributions of data in context. They interpret and compare data represented in line graphs. | | | | | | | | | |
| **HASS** | **Economics: Needs, wants and smart choices**<br>Students will explore the fundamental concepts of economics and how they shape everyday decisions. They will investigate the difference between needs and wants, examine why choices must be made when resources are limited, and explore the three types of resources – natural, human and capital. Students will analyse the factors that influence consumer choices and identify strategies for making informed personal financial decisions. | | | | | | | | | |
| **Science** | **Physical Science: Seeing the light**<br>Students will explore observable phenomena associated with light and begin to recognise that phenomena have sets of characteristic behaviours. Throughout the unit, students will:<br>• explore how light is produced (electricity, sun, burning)<br>• explore the transfer of light<br>• understand that light from a source forms shadows and can be absorbed, reflected and refracted. | | | | | | | | | |

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| | **Health: Safe online and offline**<br>Students will explore ways to develop respectful and inclusive relationships while building their understanding of safe behaviours in online and offline environments. They will learn how to recognise unsafe situations, communicate effectively, seek help when needed, and show empathy in their interactions.<br><br>**Physical Education**<br>Students will refine and modify movement skills and apply movement concepts through T-Ball/Baseball. They will describe contributions they can make as a group and team member to support fair play and inclusion. |
| **Technology** | **Digital Technology:**<br><br>Students will continue to develop their programming skills. They will follow, create and test algorithms that include branching, repetition and variables. Students will also create programs that allow users to make choices and follow different pathways. |
| **The Arts** | **Drama**<br>This semester in Drama, students will engage in learning about Commedia Dell'Arte and Ancient Greek Theatre. They will explain how drama from different cultures, times and places influences their own drama making. Students will work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.<br><br>**Music**<br>Students will explore ways that the elements of music are combined in music across cultures, times, places and/or other contexts. They will develop listening/aural skills and skills for manipulating elements of music to achieve expressive effects when composing, singing and playing instruments. |
| **Italian** | Students will learn about everyday life in Italy and pretend that we have taken a whole class trip to Italy. Students will share a diary to show their understanding of how some language reflects cultural practices and consider how this is reflected in their own languages, cultures and identity. They will make connections between our own and others' ways of communicating that may reflect values or practices , for example refusing offers of food or drink, turn-taking, the use of personal space or language used at a celebration or event and understand that images, symbols, words and language choice carry cultural meaning and values, for example, in everyday texts, such as poster, advertisements and street signage. |