YEAR 5 Curriculum Overview Term 4 2026



PEDAGOGICAL FRAMEWORK
Gradual Release of Responsibility

1. What am I learning?
2. Why am I learning this?
3. How will I know that I have learnt it?

ENGLISH

1. Students **create** and **present** a persuasive argument that explores the importance of family vs friendship, explaining which one is more important and why**.**
2. To **persuade** an audience of their peers and their families.
3. **Students will:**
   - **Create** a persuasive text with the correct text structure and language features
   - **Demonstrate** understanding of grammar when creating a persuasive text
   - **Select** and **use** specific vocabulary to persuade
   - **Edit** text for cohesion and meaning
   - **Apply** accurate spelling and punctuation
   - **Use** spelling skills to present their argument to peers.

PHYSICAL EDUCATION (Specialist Teacher)

1. Students **develop** gymnastics skills.
2. To **learn** and **understand** the application of appropriate techniques for simple specialised movement skills.
3. **Students will:**
   - **Perform** movements using a min-trampoline
   - Collaborate to **practice** and **perform** a whole-class gymnastics routine.

HEALTH

1. Students **explore** how to stay safe and healthy in an ever-evolving environment with constant challenges, both online and offline.
2. To **ensure** they have the tools to remain mentally, socially and physically resilient and healthy, helping them to contribute meaningfully to society.
3. **Students will:**
   - **Explain** how to stay safe in online and offline situations
   - **Propose** strategies to keep themselves and others safe while normalising help-seeking behaviours
   - **Investigate** how to communicate effectively with others and seek consent for specific purposes.

MATHEMATICS

1. Students **develop** knowledge within the number, space and statistics strands of the Australian Curriculum.
2. To **understand** how to **apply** maths skills and concepts in their everyday lives.
3. **Students will:**
   - **Solve** problems involving multiplication of large numbers by one- or two-digits
   - **Use** mathematical modelling to solve financial and other practical problems
   - **Connect** objects to their two-dimensional nets
   - **Perform** and **describe** the results of transformations
   - **Identify** symmetry
   - **Plan** and **conduct** statistical investigations
   - **Identify** the mode and interpret the shape of distributions of data in context
   - **Interpret** and compare data represented in line graphs.

LANGUAGES – Japanese (Specialist Teacher)

1. Students will be **introduced** to weather related vocabulary and days of the week. They **explore**, **describe** and **compare** weather patterns in Australia to Japan.
2. To **develop** and **use** Japanese vocabulary and communication skills.
3. **Students will:**
   - **Revise** and **practice** weather related vocabulary, days of the week and question and response sentence patterns
   - **Understand** and **decern** verbal information of weather in Japanese
   - **Communicate** facts or statements about the weather using learned vocabulary
   - **Write** and **describe** weather patterns.

LIBRARY (Specialist Teacher)

1. Students **explore** the theme of belonging in literature.
2. To **make connections** between authors' key themes and students own experiences.
3. **Students will:**
   - **Read** high quality children's literature and **identify** themes of family and friendship
   - **Make connections** to texts and **use** supporting evidence.

SCIENCE

1. Students **investigate** the properties of light and the formation of shadows. They **explore** the role of light in everyday objects and devices and **consider** how improved technology has changed devices.
2. To **understand** the everyday applications of light and shadow.
3. **Students will:**
   - **Investigate** reflection angles
   - **Investigate** how refraction affects our perceptions of an object's location
   - **Explain** how people perceive the colour of objects, and the relationship between light source distance and shadow height
   - **Predict** outcomes when experimenting with light
   - **Discuss** how scientific developments have affected people's lives and help solve problems.

TECHNOLOGY – Design Technologies

1. Students **plan** and **design** a solution to meet a future need, which considers social, ethical and sustainability factors.
2. To **understand** the broader consequences of design decisions and how sustainable practice can be proactive with a future focus rather than reactive according to current issues.
3. **Students will:**
   - **Explain** how social, ethical and sustainability factors influence design solutions
   - **Describe** sustainability changes made to designs
   - **Combine** knowledge of different sustainability options to plan individual home and community level sustainability designs
   - **Manage** the creation and communication of their ideas using agreed protocols.

THE ARTS – MUSIC (Specialist Teacher)

1. Students **explore** and develop technical and expressive skills in playing instruments**.**
2. To **expand** understanding of the elements of music including tempo and rhythm, pitch, dynamics and expression, form and structure, timbre and texture.
3. **Students will:**
   - **Rehearse** and **perform** a piece of music for an audience.

HUMANITIES AND SOCIAL SCIENCES

1. Students **develop** and **apply** enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry.
2. To **investigate** a familiar personal or community economics or business issue they may experience in everyday life.
3. **Students will:**
   - **Distinguish** between needs and wants
   - **Recognise** why choices need to be made about how limited resources are used to help make informed personal consumer and financial choices
   - **Develop** questions about the problem
   - **Use** data and information from different sources to answer questions
   - **Collaborate** to make decisions
   - **Identify** a response to the problem
   - **Communicate** findings using economics and business terms.

LANGUAGES – Italian (Specialist Teacher)

1. Students **reflect** on their Italian language learning experience and **create** a record of their developing language skills.
2. To **learn** and **consolidate** words and phrases to communicate Italian in the classroom and beyond, **demonstrating** what they can say in Italian and to see their language learning as a journey, showing progress over time.
3. **Students will:**
   - **Revise** greetings, introductions, numbers 1-100, colours, clothing, days of the week, months of the year, formal and informal language
   - **Compile** a list of words, phrases and sentences in Italian
   - **Tick/highlight** words that they know and can use confidently
   - **Identify**, **monitor** and celebrate their progress in language learning.

SPECIAL EVENTS

- Lingo Fest – 11 November
- JS Arts Jam – 13 November
- Year 3 Dance Performance – 25 November
- Year 3 to Year 5 Track dance: 3–9 Steps Forward Performance – 2 December
- Yr 3-5 Swimming Carnival – 4 December
- Free Dress Day & Christmas Appeal – Week 9 TBC
- Middle School Transition Day – 7 December
- Year 5 Graduation Ceremony – 9 December
- Inflatable Grove – 10 December
- Prep – Year 5 Reports emailed – 10 December
- Taylor Range End of Year Excursion –10 December