

YEAR 5 Curriculum Overview Term 2 2025











PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility



What am I learning?





Why am I learning this?

How will I know that I have learnt it?

ENGLISH



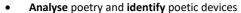
Students **analyse** a poem focussing on literary and poetic devices and **present** their analysis to the class.



To **inform** and **persuade** an audience of their peers.



Students will:



- Evaluate poems
- Apply knowledge and features of poems when analysing poems
- Create a presentation.

LIBRARY (Specialist Teacher)



Students **analyse** texts for literary devices and **develop** awareness of themes; **participate** in school awareness days and library events.



To help **develop** creative expression.



Students will:

- Respond to texts
- Analyse ballads for poetic devices
- Innovate on texts by employing literary devices
- Share and celebrate our growth as authors
- Participate in Premier's Reading Challenge, and be exposed to awareness days.

TECHNOLOGIES – DIGITAL



Students **identify** and **describe** components of digital systems, and **explain** how digital systems work. They **use** algorithms to **sequence** steps involved in coding.



To **understand** how technologies and processes work in combination to provide efficiencies, entertainment and productivity. To **make connections** between algorithmic thinking and interactions with and between different digital technologies.



Students will:

- Identify and describe the purpose of hardware and software components
- Explain the relationship between hardware, software, inputs and outputs
- Identify, describe and examine different ways of connecting and creating networks theoretically and practically
- Apply knowledge of branching decisions using algorithms to sequence steps involved in coding.

MATHEMATICS



Students **develop** knowledge of number (mathematical modelling, algorithms involving factors and multiples, decimals and fractions) and measurement (mass, capacity and time).



To **understand** how to apply maths skills and concepts in our everyday lives.



Students will:

- Experiment with factors and multiples using algorithms
- Create and use algorithms to identify and explain patterns in the factors and multiples of numbers
- Choose and use appropriate metric units to measure mass and capacity
- Convert between 12- and 24-hour time
- Use place value to write and order decimals including decimals greater than one
- Order and represent fractions with the same or related denominators
- Use mathematical modelling to solve practical problems.

LANGUAGES - ITALIAN (Specialist Teacher)



Students **use** Italian language to **interact** with each other and share basic information about themselves and their immediate environments **using** play-based and action-related learning.



To **use** Italian speaking skills to share information about themselves.



Students will:

- **Greet** teacher and peers (Ciao, Buongiorno, Buona notte, Arrivederci)
- Ask what someone's name is: Come ti chiami?

 Introduce themselves in Italian: Mi chiamo.... My name is....)
- Ask how old someone is: Quanti anni hai?
- Say their age in Italian: Ho 9 anni. I am 9 years old
- Express likes and dislikes (Mi piace I like, Non mi piace- I don't like).

THE ARTS – MUSIC (Specialist Teacher)



Students **use** rhythm, pitch and form symbols. They **use** terminology to compose and perform music.



To **develop** skills and experience cultural repertoire. To **understand** how rhythm works in music and how it can be part of harmonic structure.



Students will:

- Learn specific parts of a music piece
- Practise chord changes and strumming patterns

 Learn 2-part recorder riffs and appropriate percussion.

SCIENCE



Students **investigate** the behavioural and structural adaptations of animals and plants over evolutional periods.



To **understand** how plants and animals survive in specific conditions.



Students will:

- Explain how specific animals and plants survive in their environment, focusing on extreme habitats
- Investigate native plants and discuss how seeds propagate and protect themselves using a variety of methods
- Create a creature that is perfectly suited to a specific environment and justify choices using scientific language.

HEALTH



Students **explain** how stereotypes influence roles and responsibilities, and how different factors shape identities.



To **understand** how to make respectful choices and appreciate the diversity of people around us.



Students will:

- **Understand** what stereotypes are and how they can influence how people are treated
- Identify the different factors that influence a person's identity
- Reflect on how our identities are unique
- Identify how we can challenge stereotypes to create a more inclusive society.

PHYSICAL EDUCATION (Specialist Teacher)



Students **practise** and **apply** movement concepts and strategies with/without equipment for long and short distance running and shot-put throwing.



To **refine** fundamental movement skills, **apply** movement concepts and strategies in a variety of physical activities and to **solve** movement challenges.



Students will:

- Refine, adapt and apply fundamental movement skills to movement sequences, such as a sprint and a shotput
- Transfer movement strategies to achieve movement outcomes to suit different contexts and environments.

HUMANITIES AND SOCIAL SCIENCES



Students **investigate** the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period.



To **understand** the impact of the development of British colonies in Australia on the lives of First Nations Australians, colonists, convicts and the natural environment.



Students will:

- **Recognise** key events and people in Australia during the 1800s
- Investigate the economic, political and social motivations behind colonial developments, particularly the establishment of Van Diemen's Land
- **Examine** and **describe** the impacts of colonisation on the environment and Aboriginal people.

LANGUAGES - JAPANESE (Specialist Teacher)



Students **revise** greetings and classroom instructions, numbers to 20 and how to ask and tell the time.



To **develop** and **use** Japanese vocabulary and communication skills.

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Students will:

- Revise and practice numbers, greetings and instructions through active participation in games and songs
- Understand the cultural significance behind certain numbers
- Communicate numbers and time in Japanese
- Write and label time and numbers
- Learn irregular patterns when telling time
 Use time to determine appropriate greetings in

SPECIAL EVENTS

- Public Holiday: Easter Monday 21 April
- Yr 3-5 Cross Country 22 April
- ANZAC Day Commemoration 23 April
- Public Holiday: ANZAC Day 25 April
- KGSC Open Day 29 April

Japanese.

- Junior School Disco 2 May
- Labour Day Public Holiday 5 May
- Mother's Day Stall 8 & 9 May
- World Bee Day 20 May
- National Simultaneous Story Telling Day 22 May
- Yr 3-5 Sports Day 25 June
- Pyjamarama 27 June
- Gala Days Friday Weeks 4, 5, & 6