

YEAR 5 Curriculum Overview Term 4 2025





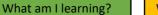




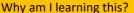


PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility





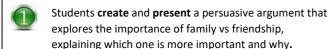






How will I know that I have learnt it?

ENGLISH





To persuade an audience of their peers and their families.



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
- **Present** their argument to peers.

PHYSICAL EDUCATION (Specialist Teacher)



Students develop gymnastics skills.



To **learn** and **understand** the application of appropriate techniques for simple specialised movement skills.



Students will:

- Perform vaulting using a min-trampoline
- Collaborate to practice and perform a whole-class gymnastics routine.

HEALTH



Students **explore** how to use health information around nutrition and exercise to influence their own and others' choices.



To **understand** how to better their health physically, mentally and emotionally.



Students will:

- Make decisions about the foods they eat and the exercise they engage in
- Understand how food and exercise impact their wellheing
- **Use** positive communication to **share** opinions about food choices with family and friends
- Understand food safety concepts to reduce the risk of cross-contamination when dealing with food.

MATHEMATICS



Students **develop** knowledge within the number, space and statistics strands of the Australian Curriculum.



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



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)



Students will be **introduced** to weather related vocabulary and days of the week. They **explore**, **describe** and **compare** weather patterns in Australia to Japan.



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



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)



Students **explore** the theme of belonging in literature.



To $\mbox{\bf make connections}$ between authors' key themes and students own experiences.



Students will:

- Read high quality children's literature and identify themes of family and friendship
- Make connections to texts and use supporting evidence.

SCIENCE



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.



To **understand** the everyday applications of light and shadow



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 – Digital Technologies



Students **plan** and **design** a digital solution to meet a future need, which considers social, ethical and sustainability factors.



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.

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Students will:

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)



Students **explore** and develop technical and expressive skills in playing instruments.



To **expand** understanding of the elements of music including tempo and rhythm, pitch, dynamics and expression, form and structure, timbre and texture.



Rehearse and **perform** a piece of music for an audience.

HUMANITIES AND SOCIAL SCIENCES



Students **develop** and **apply** enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry



To **investigate** a familiar personal or community economics or business issue they may experience in everyday life.



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
 torms

LANGUAGES - Italian (Specialist Teacher)



Students **reflect** on their Italian language learning experience and **create** a record of their developing language skills.



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.



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

- Gala Days 10, 17 and 24 October
- Primary Schools Volleyball Cup 16 October
- Street Science Live Show 22 October
- JS Book Fair & Arts Jam 7 November
- Lingo Fest 12 November
 Yr 3-5 Swimming Carnival 24 November
- Volunteer's Breakfast TBC
- Trackdance Performance 3 December
- Free Dress Day & Christmas Appeal 5 December
- Middle School Transition Day 8 December
- Year 5 Graduation Ceremony 10 December Prep – Year 5 Reports emailed – 10 December
- Taylor Range End of Year Excursion -11 December