

YEAR 5 Curriculum Overview Term 3 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** an information report about a natural disaster to inform international families.
- 2 To **demonstrate** our understanding of presenting facts for an informative purpose.
- 3 **Students will:**
 - **Create** an Information Report on a natural disaster
 - **Apply** appropriate research techniques to locate and record information
 - **Demonstrate** understanding of Information Report text type by using formal tone, expanded noun groups and phrases, present tense and linking verbs
 - **Select** specific vocabulary, including technical language and objective language
 - **Use** a range of correctly punctuated simple, compound and complex sentences.

PHYSICAL EDUCATION (Specialist Teacher)

- 1 Students **practise** and **apply** movement concepts and strategies with a focus on touch football and volleyball.
- 2 To **apply** fundamental movement skills through a variety of physical activities.
- 3 **Students will:**
 - **Apply** volleyball skills, including underarm serve, dig and set, during modified game play
 - **Apply** short and long passes during touch football game play
 - **Demonstrate** movement concepts by moving into space to receive passes
 - **Explore** different ways of using space to maintain possession or create scoring opportunities
 - **Interpret** and **apply** rules fairly during volleyball and touch football
 - **Discuss** how teamwork and cooperation support fair play and inclusion.

THE ARTS – MEDIA ARTS

- 1 Students **understand** and **apply** the elements of collaborative digital projects to make an engaging media artwork aimed at educating viewers about online and offline safety.
- 2 To **understand** how to convey information through media for an educational purpose.
- 3 **Students will:**
 - **Design, create** and **share** a short digital sequence that uses story principles and filmmaking techniques
 - **Explore** camera angles, lighting, transitions, edits, voice overs, movement, audio and scriptwriting as part of media artworks
 - **Evaluate** the use of forms and elements in media artworks they make and observe.

MATHEMATICS

- 1 Students **develop** knowledge of number, algebra, measurement and space strands.
- 2 To **understand** how to **apply** maths skills and concepts in our everyday lives.
- 3 **Students will:**
 - **Solve** problems that involve adding and subtracting fractions
 - **Represent** common percentages
 - **Connect** percentages to their fractions and decimals
 - **Use** proficiency of number facts to find unknown values in numerical equations
 - **Solve** problems involving area
 - **Use** appropriate tools to **estimate, measure** and **construct** angles in degrees
 - **Use** grid coordinates to locate and move grid positions.

HEALTH

- 1 Students **explore** how to stay safe and healthy in an ever-evolving environments with constant challenges, both online and offline.
- 2 To **communicate** intentions effectively and respectfully, respond safely in online and offline situations and use strategies to seek help and support others when needed.
- 3 **Students will:**
 - **Explain** how communication skills, protective behaviours and help-seeking strategies keep people safe online and offline
 - **Describe** strategies for seeking, giving and denying consent respectfully
 - **Discuss** strategies for maintaining online safety and reporting harmful online behaviour
 - **Propose** strategies to use when witnessing others in unsafe situations
 - **Communicate** safety messages clearly using words, visuals and examples.

LANGUAGES – JAPANESE (Specialist Teacher)

- 1 Students **introduce** and **describe** their family using family member vocabulary and learned sentence patterns.
- 2 To **develop** and **use** Japanese vocabulary and communication skills to discuss their family dynamic.
- 3 **Students will:**
 - **Revise** and **practice** family members, numbers, introduction and question sentence patterns
 - **Understand** and **decern** verbal information of peers' family dynamics in Japanese
 - **Communicate** family dynamics using numbers and descriptions
 - **Write** and **label** family members
 - **Learn** irregular patterns when counting people.

SCIENCE

- 1 Students **describe** key processes that change Earth's surface and explain how scientific collaboration helps manage erosion and environmental change.
- 2 To **understand** how weathering, erosion, transportation and deposition shape landscapes over time and how scientific knowledge helps communities protect environments and plan safe investigations.
- 3 **Students will:**
 - **Identify** examples of weathering, erosion, transportation and deposition in environments and investigations
 - **Describe** patterns and relationships observed during fieldwork investigations
 - **Explain** how scientific collaboration and Traditional Owner knowledge help manage erosion and environmental change
 - **Predict** possible future effects on landscapes if Earth surface processes continue over time
 - **Conduct** safe investigations and identify risks and intercultural considerations during fieldwork
 - **Communicate** scientific understandings **using** evidence, scientific vocabulary and observations.

THE ARTS – MUSIC (Specialist Teacher)

- 1 Students **use** rhythm, pitch and form symbols and terminology to **compose** and **perform** music as part of an ensemble.
- 2 To **expand understanding** of how rhythm works within musical layers and how it can be part of harmonic structure.
- 3 **Students will:**
 - **Learn** specific parts of a piece, practising chord changes and strumming patterns
 - **Learn** 1 or 2-part recorder riffs and guitar pieces.

LIBRARY (Specialist Teacher)

- 1 Students **investigate** sources and **develop** note taking skills about natural disasters. They **engage** with this year's CBCA nominated literature.
- 2 To **consolidate** key scientific concepts about natural disasters.
- 3 **Students will:**
 - **Explore** technical vocabulary found in natural disaster sources
 - **Examine** imaginative and informative texts about natural disasters to build understanding
 - **Investigate** a range of authoritative and non-authoritative sources (texts, images, websites)
 - **View** and **respond** to nominated CBCA literature.

HUMANITIES AND SOCIAL SCIENCES

- 1 Students **identify** how natural disasters impact the environment and how humans can respond.
- 2 To **develop** an understanding of how to prevent or react to a natural disaster and why they might occur.
- 3 **Students will:**
 - **Describe** what a natural disaster is
 - **Explain** the cause and effects of a natural disaster
 - **Use** geographical terms when explaining understanding
 - **Evaluate** and **explain** geographical findings to draw conclusions about characteristics of natural disasters, their impact and how to reduce these impacts in the future
 - **Create** an Information Report including maps.

LANGUAGES – ITALIAN (Specialist Teacher)

- 1 Students will **explore, describe**, and **express** opinions about hobbies in Italian.
- 2 To **build** vocabulary, form simple sentences, and learn to ask and answer questions in context.
- 3 **Students will:**
 - **Identify** and name common hobbies in Italian
 - **Use** the verb *piacere* to say what they like/don't like
 - **Ask** and **answer** simple questions about hobbies
 - **Write** short sentences and **complete** dialogues
 - **Recognise** cultural aspects of pastimes in Italy.

SPECIAL EVENTS

- Night of Dance – 17 July
- Parent Teacher Interviews – 20 & 29 July
- Ekka Public Holiday – 12 August
- Book week assembly – 25 August
- Instrumental Music Gala Concert – 20 August
- Summer Gala Days – 21, 28 August, 11 September
- QLD Primary Volleyball School Cup – 27 August
- Father's Day Stall – 2 & 3 September
- Student Free Day – 4 September
- Lapathon – 18 September