

YEAR 5 CURRICULUM OVERVIEW

TERM 2, 2026

ENGLISH

'Information Reports'

Students read, view and comprehend texts created to inform, influence and/or engage audiences, with a focus on natural disasters. They explain how ideas are developed, and how text structures, language features and visual features support meaning and purpose.

They create written and multimodal texts about natural disasters developing and expanding on ideas with supporting details from topics or texts.

Assessment 2.1: Reading, viewing and comprehending informative texts.

Assessment 2.2: Writing and creating informative texts.

MATHS

'Number, Algebra and Measurement'

We begin by exploring factors and multiples, learning to express natural numbers as products of factors and identify multiples, while checking the reasonableness of calculations using estimation.

We then move into mathematical modelling, where students solve financial and practical problems by formulating and solving problems, selecting appropriate operations, and interpreting results in context.

Finally, students learn to convert between 12- and 24-hour time.

Assessment 2.1: Number and mathematical modelling

Monitoring strategy: Measurement (Time)

SCIENCE

'The Solar System'

We explore the key features of our solar system and develop an understanding of how scientific knowledge is built over time through the contributions of many people. We examine how scientific developments have impacted people's lives and helped solve real-world problems.

We investigate how to organise data by constructing tables and graphs, identifying patterns, and using evidence to support our thinking. Students communicate their ideas and findings using multimodal texts.

Assessment: Students investigate the planets and features of the solar system and use the information to complete a research project.

HASS (HUMANITIES AND SOCIAL SCIENCES)

'Managing Australian Communities'

We explore the inquiry question: How do people, places and environments interact within Australian communities?

Students investigate how communities are shaped by the interconnection between people, places and environments, including the role of zoning and laws in managing spaces. They explore the connection Aboriginal and Torres Strait Islander Peoples have to Country/Place and how this informs sustainable land management.

Students also examine natural hazards and their impact on communities, interpreting data to evaluate responses and propose ways to minimise harm.

Assessment 1: Students identify how legal and environmental issues in Australian communities can be managed.

SPECIALISTS

German - 'My Family'

We learn how to introduce and describe our families & respond to questions about families in German. We write and translate simple texts, describing family members, structure, size and relationships. We use German numbers when describing family structures and learn about German sentence structure and word order.

Physical Education - 'Fitness Fun & Senior Sports Day'

In term 2 the students in Year 5 are preparing for the Senior Sports Day. Students will refine and apply fundamental movement skills of running, jumping and throwing in athletics contexts.

Emphasis is placed on technique, consistency, personal improvement, and applying skills in modified competitive environments. The unit builds skills, confidence, teamwork, and understanding of turn taking, rules and fair play.

Music - 'Music Around the World (continued)'

We will continue to explore music from around the world by listening, playing and singing. Students will learn to be open minded and reflect on the similarities and differences of the music from different countries, including traditional songs and modern music. By the end of the term, students will have created their own composition influenced by music they've listened to or played.

TECHNOLOGY

'A-maze-ing Digital Designs: Portfolio'

In this unit, students explore how digital systems work by investigating the functions and interactions of components and how data is transmitted across simple networks.

They follow, modify and design algorithms that include branching and repetition, developing their skills using a visual programming language within a maze game context.

Students then apply their learning by working collaboratively to design and create their own maze game.

Assessment: Portfolio - Students describe digital systems, then create a maze game using visual programming skills.

HEALTH

'Emotional Interactions'

Using The Resilience Project resources, we begin by exploring how emotions influence behaviour and shape the way people interact with others.

Students then reflect on their own collaborative experiences, identifying their contributions and recognising how others support health, safety and wellbeing.

Finally, they demonstrate effective collaboration skills by encouraging peers, respectfully managing agreement and disagreement, and valuing different perspectives within a group.

Assessment: To describe their own and others' contributions to learning, demonstrating how they work collaboratively.

DRAMA

Students work in small groups to shape and perform short scenes from a familiar story. They experience a variety of roles by both directing and performing in the scenes. As well as exploring how best to engage an audience during each scene, they provide feedback and encouragement to each other by referring to the dramatic elements of voice, focus, gesture and timing.