

# Y05 Curriculum Overview Semester 2 2025

	Term 3	Term 4
English	<p><b>Engaging with information reports</b></p> <p>Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.</p> <p>Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included.</p> <p>Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.</p> <p><b>Assessment task:</b> read, view and comprehend an informative text</p> <p><b>Assessment task:</b> create a written and multimodal informative text for an audience.</p>	<p><b>Appreciating and responding to literary text</b></p> <p>Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings.</p> <p>Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose.</p> <p>Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. Students compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view.</p> <p>Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features.</p> <p>They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.</p> <p><b>Assessment task:</b> share and expand on ideas and opinions about a literary text for an audience.</p>
	<p><b>Suggested at home ideas to further support and develop the learning...</b></p> <ul style="list-style-type: none"> <li>Identifying informative texts in the real-world with your child when out and about.</li> <li>Read with and to your child, a variety of texts, including information, persuasive and entertaining.</li> <li>Discuss the text structure of an informative text: i.e. Title, headings, paragraphs, topic sentence etc.</li> <li>Identify how the images are different between an informative text and an imaginative text.</li> <li>Model how to use noun groups in an informative manner, the tall green tree. Etc.</li> <li>Read for enjoyment!</li> </ul>	<p><b>Suggested at home ideas to further support and develop the learning...</b></p> <ul style="list-style-type: none"> <li>Read a variety of texts, identify and discuss the main idea of the text and/or passage, connections they can make between themselves and the text, connections they can make between the text and the world, identify vocabulary that is crucial to understanding the text and discuss different points of view.</li> <li>Model how to express an opinion about something using words with high modality.</li> <li>Discuss and model how you can improve your vocabulary through a more considered language choice (i.e. this novel is the best → this novel is simply marvellous!)</li> </ul>
	<p><b>Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will:</b></p> <ul style="list-style-type: none"> <li>read, compare and order numbers that include more than two decimal places (e.g. 3.456 or 21.007), they're also learning to show these numbers on a number line.</li> <li>compare and order fractions, including mixed numbers (like <math>2\frac{1}{2}</math>), using their understanding of factors and multiples.</li> <li>Order fractions on a on a number line.</li> <li>Solve problems that involve adding and subtracting fractions that have the same or related denominators (e.g. <math>\frac{1}{4} + \frac{1}{4}</math>).</li> <li>Practise division using a range of efficient methods. They are learning how to interpret the remainder of a division depending on the situation and express the answer as a whole number, a decimal, or a fraction.</li> <li>Use mathematical modelling to solve real-world problems, including those involving money. This means they are learning to identify what the problem is about, choose the right maths operations and strategies, use tools when needed, and then explain their answers clearly.</li> <li>learn how to make and use grid with coordinates (like on a map) to find and describe positions. They also use directional language (e.g. left, right, north, east) to explain how to move from one point to another.</li> <li>Engage in chance experiments, comparing equally likely outcomes to those that are not equally likely.</li> </ul> <p><b>Assessment Task:</b> To conduct repeated chance experiments.</p> <p><b>Assessment Task:</b> Students will use grid coordinates.</p> <p><b>Assessment Task:</b> Use Mathematical modelling to solve a problem.</p> <p><b>Assessment Task:</b> To add and subtract fractions with the same and related denominators.</p> <p><b>Assessment Task:</b> To write and order decimals.</p>	<ul style="list-style-type: none"> <li>learn that 100% means a complete whole, and they are using percentages to compare sizes (e.g. 75% is smaller than 100%) and connect these with familiar fractions and decimals (e.g. 50% = <math>\frac{1}{2}</math> = 0.5).</li> <li>Use mathematical modelling to solve real-world problems, including those involving money. This means they are learning to identify what the problem is about, choose the right maths operations and strategies, use tools when needed, and then explain their answers clearly.</li> <li>Solve division problems using efficient strategies (like mental maths, written methods, or digital tools) and expressing answers in different forms – as a whole number, decimal, or fraction – depending on the situation.</li> <li>Learn how to build 3D shapes from flat shapes called nets. They use spatial and geometric reasoning to imagine how the shapes fold and connect in real life</li> <li>Plan and carrying out their own statistical investigations, collecting relevant data, displaying it using graphs or charts, interpreting the results, and explaining their findings.</li> <li>Learn how to interpret line graphs that show change over time (like a temperature graph over a week) and to make conclusions based on what the graph is showing.</li> </ul> <p><b>Assessment Task:</b> Find unknowns using estimation strategies and planning an event using mathematical modelling.</p> <p><b>Assessment Task:</b> Plan and conduct statistical investigations to collect, represent and interpret data.</p> <p><b>Assessment Task:</b> Connect objects to their nets.</p> <p><b>Assessment Task:</b> Represent common percentages and connect them to their fraction and decimal equivalents.</p>
Mathematics	<p><b>Suggested at home ideas to further support and develop the learning...</b></p> <ul style="list-style-type: none"> <li>Identify and discuss where decimal notation is used in the real-world (Olympics, money, time)</li> <li>Bake something together, drawing their attention to why <math>\frac{1}{2}</math> cup of sugar is less than <math>\frac{3}{4}</math> cup of flour.</li> <li>Create a real-life budget from Book club or a local catalogue.</li> <li>Identify real-world examples of grid coordinates. Play the game Battle Ships!</li> <li>Model the language of probability (likely, unlikely, more or less likely)</li> </ul>	<p><b>Suggested at home ideas to further support and develop the learning...</b></p> <ul style="list-style-type: none"> <li>Look for real-world examples of percentages on packaging and advertisements.</li> <li>Pose real world division problems, "We have 17 biscuits and 4 people, how much does each person get? How do you know?"</li> <li>Identify 3D shapes in the real-world and then explore their nets together. If you have the magnetics tiles at home, build some nets and 3D shapes.</li> <li>Discuss and identify the real-world purpose of data. Show them how often data is used in our day to day (weather is a great example) and how we use it to make informed decisions.</li> </ul>

Science	<p>Students will explore the following big inquiry question:  <b><i>What does it take to thrive and survive?</i></b></p> <p>Through the concept of ‘relationships’ they will:</p> <ul style="list-style-type: none"> <li>Explore the structure and behaviour of living things and the direct relationship to their habitat.</li> <li>Learn scientific vocabulary related to biology.</li> <li>Engage in the real-world application of a scientific diagram.</li> <li>Identify the relationship between different animals in the same environment, how some manage to thrive while others do not survive.</li> </ul> <p><b>Assessment task</b> – Creating a creature: students create their own creature for two different environments. Students will need to use the data and information provided to create the most suitable creature for that specific environment. Students will explain why their chosen features align to the environment.</p>	<p><b><i>Solids, liquids and gases!</i></b></p> <p>Through the concept of ‘close observation’ they will:</p> <ul style="list-style-type: none"> <li>Explore the question: how can I classify solids, liquids and gases?</li> <li>Identify what are the observable properties of solids, liquids and gases.</li> <li>Learn how to represent and/or model the motion and arrangement of the particles within solids, liquids and gases.</li> <li>Learn how to pose an investigable question.</li> <li>identify patterns, test relationships and make predictions.</li> <li>plan and conduct a repeatable investigation, ensuring it is fair.</li> <li>Compare their findings to those of others. Are there any further questions that I need to investigate?</li> </ul> <p><b>Assessment task:</b> Students engage in a scientific investigation. Students will pose an investigable question, plan and conduct an experiment, record data and observations.</p>
HASS	<p>Students will explore the following inquiry question:  <b><i>What shapes the world?</i></b></p> <ul style="list-style-type: none"> <li>Through the concepts of cause and effect they will explore the following questions:</li> <li>What influences do people have on the characteristics and management of places?</li> <li>What are the impacts of severe weather events and what we can do to help manage these?</li> <li>How do I pose an investigable question?</li> </ul>	<ul style="list-style-type: none"> <li>What is the difference between a primary and secondary source?</li> <li>How do I use primary and secondary sources to support my investigable question?</li> <li>As a researcher, how can I locate appropriate information and organise it?</li> </ul> <p><b>Assessment Task:</b> Students will investigate the impacts of a severe weather event and explain the influence of people on the characteristics of places and the management of spaces. They will identify and explain the nature of resources of this area and how the communities needs and wants are met.</p>
Health	<p><b><u>Protective behaviours</u></b></p> <p>Students will engage in seminars exploring protective behaviours in a range of situations.</p> <p>Monitoring task: Students will explain how communication skills, protective behaviours and help-seeking strategies keep them safe.</p>	
Media Arts	<p><b>Introduction to documentaries</b></p> <p>Students will explore how media language and technologies are used in age-appropriate documentaries and how they can communicate ideas, perspectives and meaning for a chosen audience. They will begin to discover how media arts are used to continue and revitalise cultures.</p> <p><b>Assessment task</b> – Students will explain how media technologies are used in documentaries experienced and describe how such documentaries can revitalise cultures.</p>	
Dance	<p><b>Symmetry and dance</b></p> <p>Students will continue to make and respond to dance by exploring symmetry as stimulus.</p> <p><b>Assessment task</b> – Students will respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme</p>	
Physical Education	<p><b>Volleyball</b></p> <p>Students will begin to refine or modify movement skills to participate in a chosen team game. They will explore how to work collaboratively using inclusive strategies to enhance game play for all. Students will start to focus on developing their understanding of ‘how a game works’ rather than targeting winning or losing to inform inclusive play.</p> <p><b>Assessment task</b> - Students will demonstrate, refine and modify movement skills as well as describe how to support fair play in a game setting.</p>	<p><b>Ultimate Frisbee</b></p> <p>Students will perform the specialised movement skills of throwing and catching in the context of Ultimate Frisbee. They explore and combine Frisbee movement concepts and strategies in game situations to achieve movement outcomes. Students will apply social and personal skills to demonstrate fair play and work collaboratively in activities and games.</p> <p><b>Assessment task</b> – Students will begin to perform the specialised movement skills of throwing and catching in the context of Frisbee. They will be refining movement skills and strategies to use space effectively in game play.</p>
Design and Technologies	<p><b>Design for nature</b></p> <p>Students investigate how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing design solutions. They will explain how people in design technology occupations consider competing factors including sustainability in the design of products, services and environments.</p> <p><b>Assessment task</b> - <i>Student’s design a resilient community space for a real or imagined Australian location affected by severe weather events.</i></p>	
Music	<p><b>Around the world with music</b></p> <p>Students make and respond to music exploring the music-making of other cultures through singing, playing and composing using songs from different cultures and music ensembles from diverse countries, for example orchestral music, rock music, street carnival music.</p> <p><b>Assessment task</b> - Around the world with music: Collection of work: <i>Students perform, compose and respond to music from other cultures.</i></p>	
Japanese	<p><b>Game on!</b></p> <p>Students will learn about games that children play in Japan. They will learn how to play these games, while using Japanese language and greetings associated with game playing. Students will continue to develop on their hiragana and kanji scripts.</p> <p><b>Assessment task</b> - Students will be design and produce a board game in Japanese.</p>	