Y05 Curriculum Overview Semester 1 2025

	Term 1	Term 2
English	Students engage with a variety of literary texts that support and extend students as independent readers. 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. 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. 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. They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings. **Assessment task –** Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting. **Assessment task –** read, view and comprehend a text.	Students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work. Students, read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning. Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience. Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace. **Assessment Task: Performance/Presentation –** students share, develop and expand on ideas and opinions for a particular purpose and audience.
Mathematics	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • Recognise multiples and determines if one number is divisible by another. • Create and use algorithms, to experiment with factors, multiples and divisibility. • Identify, interpret and describe emerging patterns. • Solve practical problems involving perimeter and area or irregular and regular shapes. • Estimate, construct and measure angles in degrees. • Use materials, diagrams or arrays to become efficient with multiplication facts • Connect objects to their nets. • Compare 12-and24hour time systems to solve practical problems • Use physical materials and dynamic geometric software to perform transformations **Assessment task –** to convert between 12-hour and 24-hour time. **Assessment task –** to explain patterns in factors and multiples of numbers. **Assessment task –** solve problems involving perimeter and area. **Assessment task –** to find unknowns in equations involving multiplication and division, and check the reasonable of calculations.	• Solving problems involving multiplication of larger numbers by one-or two-digit numbers, choosing efficient calculation strategies and checking the reasonableness. • Solving problems involving division, choosing efficient strategies, interpreting any remainder and express as a whole number, decimal or fraction. • Recognise, use and explain the relationship between multiplication and division. • Use grid coordinates to locate and move positions. • Choosing appropriate metric units when measuring length, capacity and mass. • Describing and identifying symmetry. • Recognise what stays the same and what changes when shapes undergo transformations **Assessment task** – to choose and use appropriate metric units to measure length, mass and capacity. **Assessment task –** to perform and describe transformation of shapes and identify symmetries.
Science	Students will explore the following big inquiry question: ***What shapes the world?*** Through the concepts of '***cause and effect***' they will: • Describe how weathering, erosion, transportation and deposition cause slow or rapid changes to Earth's surface. • Identify patterns and relationships regarding changes to Earth's surface. • Use appropriate representation to communicate findings. • Ensure appropriate use of vocabulary and language features when communicating observations and ideas. **Assessment task** – Students will explain how weathering, erosion, transportation and deposition cause changes to Earth's surface. Students will create a scientific diagram explaining which processes might impact their new location as well as identify strategies to reduce the impacts of either weathering, erosion, transportation and deposition.	Students will explore the following big inquiry question: ***How has our understanding of light been advanced by scientific collaboration?*** Through the concept of 'real world,' they will explore the following: • What are sources of light? • How does light travel? • How can light be reflected and refracted? • How can I communicate, through diagrams, both the reflection and refraction of light? • How is science collaborative? • What scientific discoveries have we made regarding light? How have we benefited from these? **Assessment task** – Part A: *students will design and build a light maze.* Part B: *students will collaboratively research the inquiry question 'how has our understanding of light been advanced by scientific collaboration? Students will identify real-world examples of scientific collaboration and the advances it has produced.*

HASS	Students will explore the following big inquiry question: ***How has the past shaped our present?*** Through the concept of '**real world**,' they will explore the following: • How have significant events and/or individuals shaped our country and influenced our identity and/or culture? • What were the social, economic and political reasons for colonisation? • How do I organise my information to make meaning? • How do I evaluate a source? **Assessment task** - Students will respond to probing questions on democracy and evaluate both primary and secondary sources.	Students will explore the following big inquiry question: ***Who has the power?*** Through the concept of '**democracy,'** they will explore the following: • What are the key values and features of Australia's democracy? • How do people achieve civic goals? • What are the roles and responsibilities of elected representatives? • How can I evaluate information and data collected to identify patterns and trends? • Using my information and data, what conclusions can I suggest? **Assessment task** - Students will develop a performance/presentations aligned to the concept of democracy, its key values and how they will work together to achieve civic goals.
Health	**Who influences me?** Students will explain how people and places influence and create positive self-identities. They will investigate resources and strategies relating to health information, developmental changes and managing their own emotional responses to influence interactions. An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understanding.	
Physical Education	**Built for Fit and Cross Country** Students will identify and explain the health-related fitness components. They explain the significance of physical activity to their everyday health and wellbeing. **Assessment -** Students will identify and explain the health-related fitness components (strength, power, flexibility, core stability, cardio vascular endurance) and the significance of physical activity participation to health and wellbeing. They will perform fitness assessment (tests related to elements of fitness) and solve movement challenges.	**Athletic Achievers** Students will perform specific athletic-themed sequences using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic athletic situations. **Assessment -** Students will participate in and perform athletic-themed sequences using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.
Digital Technologies	**A-maze-ing digital designs** This semester, Year 5 students will engage in a number of activities, including: • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game **Assessment -** Students will explain how digital systems connect together to form a network and create a maze game using visual programming.	
Music	**Going to the movies** Students make and respond to music exploring pieces of music that tell a story, and music that appears in film. **Assessment task -** Going to the movies: Collection of work: *Students compose, perform and respond to how the elements of music are used to communicate meaning in music for film.*	
Japanese	**Sumo** While exploring the ancient and very popular sport of Sumo wrestling in Japan, students will learn language for self-introductions, including formal greetings, age, height, weight and nationality. They will practise writing this information in basic sentences, using three Japanese scripts, hiragana, katakana and kanji. **Assessment –** Students will research a current rikishi (professional sumo wrestler) and write, and then present orally, a self-introduction, assuming the identity of a Sumo.	