

Year 5 – Term 3 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students engage with a variety of texts to explore how authors and creators influence audiences. They read, view and comprehend increasingly complex texts, examining ethical dilemmas in real-world and imagined contexts and considering how point of view, positioning and persuasive techniques shape interpretation and response. Through speaking, listening, reading and writing activities, students develop and justify opinions about issues and dilemmas. They create spoken and written persuasive texts using evidence, reasoning and appropriate persuasive language, and participate in formal presentations, experimenting with tone, volume, pitch and pace to effectively engage and influence an audience.	Students will be assessed on their ability to develop and present a persuasive speech that proposes a new facility, service or activity for the school community. They will share, expand and justify their opinions using researched evidence, relevant examples and supporting details, while considering and responding to the viewpoints of others. Students will organise and sequence ideas logically using persuasive text structures and a range of persuasive devices, precise topic-specific vocabulary and other language features to engage and influence their audience. They will demonstrate effective speaking skills by varying tone, volume, pitch and pace, and use appropriate discussion and listening strategies, including asking clarifying questions, building on others' contributions and communicating well-reasoned conclusions.
Mathematics 	In Mathematics, students develop their understanding of fractions, percentages, measurement, angles and mathematical modelling through practical investigations and real-world problem-solving. They compare, order, represent and calculate with fractions, connect familiar percentages to equivalent fractions and decimals, and apply efficient strategies to solve division problems. Students estimate, construct and measure angles using degrees and protractors, and solve problems involving perimeter and area. They select appropriate metric units to measure length, mass and capacity with increasing accuracy. Throughout the unit, students use mathematical modelling to investigate practical and financial situations, choosing suitable operations and strategies, and communicating their reasoning and solutions using mathematical language and representations.	Students will be assessed on their ability to choose and use appropriate metric units to measure length, mass and capacity accurately, explain their measurement choices, and solve problems involving perimeter and area. They will apply mathematical modelling to solve a real-world problem by adapting a recipe, selecting efficient operations and calculation strategies, interpreting remainders where necessary, and communicating solutions clearly in context. Students will also represent, compare, order, add and subtract fractions, including mixed numerals, and connect common percentages with their equivalent fractions and decimals. In addition, they will estimate, measure, classify and construct angles using appropriate tools, and use side lengths and angle measures to construct triangles accurately.
Science Chemistry 	In Science, students investigate the properties of solids, liquids and gases and explore how the arrangement and movement of particles explain the differences between these states of matter. Through hands-on experiments, collaborative inquiries and scientific investigations, students learn that all matter has mass and occupies space. They examine how materials differ in shape, volume, flow and compressibility, and use particle models to explain these properties. Students develop inquiry skills by planning fair tests, identifying variables, collecting and analysing data, and drawing evidence-based conclusions. They also explore how scientific knowledge of matter is applied in everyday life and by Aboriginal and Torres Strait Islander Peoples to meet needs and solve problems.	Students will be assessed on their ability to explain the properties of solids, liquids and gases using their understanding of particle arrangement and movement. They will describe how differences in particle spacing and motion result in different observable properties and explain changes that occur when a gas is compressed using particle models and scientific reasoning. Students will demonstrate their understanding of fair testing by identifying independent, dependent and controlled variables and explaining why variables need to be controlled. They will also construct and interpret column graphs and particle models to organise and represent data, identify patterns, trends and relationships, and communicate evidence-based explanations using appropriate scientific vocabulary.
HASS History 	In HASS, students explore the establishment and development of British colonies in Australia after 1800 and investigate the economic, political and social reasons for colonisation. They examine the experiences and contributions of different groups, including First Nations Australians, convicts, free settlers and migrant communities, and consider how colonisation affected people and environments. Students investigate significant individuals, events and changes that shaped colonial Australia, comparing different perspectives and experiences from the past. Through inquiry-based learning, they develop skills in analysing and interpreting primary and secondary sources, identifying viewpoints and evaluating evidence. Students build an understanding of how Australia's colonial history has influenced the nation and its communities today.	Students will be assessed on their ability to explain the economic, political and social reasons for the establishment of British colonies in Australia and describe how these factors influenced the development of different types of colonies, including penal and free-settler colonies. They will explain the roles of significant individuals and groups in shaping colonial Australia, including the challenges they faced, the actions they took, and the impacts of these developments on First Nations Australians, convicts and free settlers. Students will also evaluate primary and secondary sources by identifying their origin, purpose and perspective, and compare evidence from different sources to identify similarities and differences in accounts of the past.
The Arts Music 	In Music, students explore how music communicates ideas, perspectives and meaning. They listen to and respond to a range of musical works. Students develop their listening, singing and instrumental skills by practising rhythm, pitch, beat and other elements of music, while exploring how these can be used to create expressive effects. Through individual and group performances, they build confidence, accuracy and collaboration skills, learning how musicians work together to create balanced and engaging performances for audiences.	Students will be assessed on their ability to perform London's Burning as part of a small-group canon, demonstrating listening and aural skills by maintaining a steady beat, entering at the correct time, and responding appropriately to other performers. They will use good singing or playing, while applying expressive elements such as dynamics and balance to create an effective ensemble performance. Students will also explain how music can communicate ideas, perspectives and meaning, using appropriate music vocabulary to describe musical elements and express informed opinions about music they have explored. In addition, students will demonstrate an understanding of how music can be used to continue, preserve and revitalise cultural traditions and practices.
The Arts Visual Arts 	In Visual Arts, students investigate how artists use visual conventions, materials and processes to communicate ideas, perspectives and cultural meanings. They explore artworks from a range of cultures, with a particular focus on First Nations Australian artworks and Indigenous jersey designs, examining how symbols, patterns, colour, line and composition can tell stories and represent identity, community and culture. Through research, discussion, experimentation and reflection, students generate and refine design ideas, recording their thinking and artistic decisions in a visual arts logbook. Using both traditional and digital media, they create and develop a Senior Jersey design that communicates a meaningful message, while considering respectful cultural inspiration and artistic intention. Students present their final artwork and explain how their visual choices, materials and design elements communicate their ideas.	Students will be assessed on their ability to investigate and explain how artists use visual conventions, materials and processes to communicate ideas, perspectives and meaning. They will research and respond to artworks from different cultures, times and places, including First Nations Australian artworks, and explain how visual arts can communicate cultural knowledge, identity and social awareness. Students will develop, document and refine a range of design ideas in a visual arts logbook, recording investigations, experiments and reflections that show the development of their thinking. They will create a Senior Jersey design that represents their class identity by selecting and applying visual conventions, art processes and materials to communicate a purposeful message. Students will also present their final artwork and supporting documentation, explaining their artistic choices, inspirations and the meaning behind their design.
HPE Movement 	In Health and Physical Education, students refine and apply movement skills through a variety of target games and ball activities that require accuracy, control, strategy and teamwork. They adapt skills such as throwing, catching, striking, kicking and moving into different game situations, while exploring how movement concepts such as effort, space, time and object control can improve performance. Students transfer strategies between games, test and evaluate their effectiveness, and make decisions to create scoring opportunities and enhance team success. Throughout the unit, they demonstrate fair play, inclusion and leadership by collaborating with others, encouraging participation, negotiating roles and responsibilities, and modifying games to ensure positive and successful experiences for all players.	Students will be assessed on how well they refine and adjust their movement skills across a variety of activities. They will show that they can apply movement concepts, such as effort, space, timing and working with objects or other people to improve accuracy, control and overall performance. Students will also demonstrate their understanding of how force and speed affect movement outcomes. As part of ongoing monitoring, they will reflect on and describe how they contribute to fair play and inclusion when working in groups and teams.
Languages Japanese 	In Japanese, students deepen their understanding of Japanese language and culture by learning vocabulary and sentence structures related to family members, including their names, ages, personalities and preferences. They develop skills in speaking, listening, reading and writing, with a focus on accurate pronunciation, correct hiragana formation and stroke order, and the appropriate use of polite and informal language. Through role-plays, conversations and cultural comparisons, students explore how Japanese family relationships, customs and values influence communication. Throughout the unit, they build confidence in describing themselves and others in Japanese while developing an appreciation of the connections between language, culture and identity.	Students will be assessed on how well they create and present an informative family profile in Japanese, using accurate vocabulary, hiragana, and a variety of modelled sentence structures. They will also take part in a paired speaking task, demonstrating fluency through correct pronunciation, intonation, Japanese sentence patterns and linking words, including negative forms. In addition, students will show their understanding of how Japanese language and behaviours, including expressions, gestures and forms of address, reflect cultural values and traditions. They will compare these with their own culture to explain how language and identity are connected.
Technologies Digital (Semester 2) 	In Digital Technologies, students design and create a digital maze game using Scratch or ScratchJr to help younger students learn Japanese alphabet characters. They define a problem using user stories and design criteria, develop and compare ideas, and plan game features and algorithms. Students create visual programs using sequencing, branching, repetition, variables and user input, then test and debug their games to improve functionality. Throughout the unit, they evaluate and refine their solutions, consider how effectively their game supports learning, and use digital technologies responsibly while collaborating and sharing their work with others.	Students will be assessed on their ability to design, create, test and evaluate a digital maze game that helps younger students learn Japanese alphabet characters. They will define the problem using a user story and design criteria, generate and refine ideas, and develop a digital solution that meets the needs of the intended users. Students will design and implement algorithms that use decisions, repetition, variables and user input to control gameplay, test their program to identify and correct errors, and explain how their algorithms achieve the intended outcomes. They will also select and use appropriate digital tools to plan, create, share and evaluate their game, reflecting on its effectiveness and suggesting improvements for future development.

