Year 5 – Term 2 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students will engage in a novel study of Storm Boy, supported by a range of informative texts that provide background information about the setting, themes and topics explored in the text. They will read, view and comprehend texts created to inform, using strategies to monitor understanding, evaluate information and compare ideas across texts. Students will explore how informative text features such as headings, diagrams and layout support readers to access information. Through research and writing, students will create informative texts organised into well-sequenced paragraphs with a clear conclusion, using technical vocabulary, complex sentences and visual features to express and develop ideas accurately.	Students will be assessed on their ability to read and understand informative texts related to conservation. They will identify the main idea and key details, make inferences supported by evidence, and explain how text structure, language features and visual features help build meaning and guide the reader. Students will also create a multimodal informative text about Storm Boy for an audience. They will organise ideas into well-sequenced paragraphs with clear topic sentences, use precise and topic-specific vocabulary, include images or visual features to support meaning, and use a range of sentence types to clearly explain ideas and information drawn from the text and other reliable sources.
Mathematics 	In Mathematics, students will develop number and problem-solving skills through work with factors, multiples and divisibility. They will explore how numbers can be broken into factors and use divisibility rules to test larger numbers. Students will use mathematical modelling to solve practical problems, including financial situations, choosing efficient calculation strategies and explaining their thinking. They will also compare 12- and 24-hour time systems, convert between them, and use timetables to solve real-world problems involving time.	Students will be assessed on their understanding of number, financial reasoning and time. They will show how numbers can be expressed as factors and multiples, explain divisibility, and use estimation and rounding to check whether calculations are reasonable, particularly in financial contexts. Students will solve a real-world fundraising problem using mathematical modelling, choosing and explaining efficient calculation strategies and interpreting their results for the situation. They will also demonstrate their understanding of time by converting between 12- and 24-hour time and using timetables to solve practical problems.
Science Physics 	In Science, students will investigate the properties and behaviour of light through hands-on inquiry. They will explore natural and artificial light sources and learn that light travels in straight lines, creating shadows when blocked. Students will investigate reflection and refraction, including how mirrors, water, prisms and lenses change the direction of light and explain everyday phenomena such as rainbows and objects appearing bent in water. Through safe investigations, students will use equipment, diagrams and models to communicate their understanding using accurate scientific language.	Students will be assessed on their understanding of light and how it behaves. They will identify natural and artificial light sources and explain how light travels in straight lines to form shadows. Students will investigate and explain reflection and refraction using examples such as mirrors, prisms and periscopes. They will construct and interpret labelled ray diagrams and visual models to represent observations, identify patterns, and compare how light interacts with different objects. Students will communicate their findings clearly using appropriate scientific vocabulary, sentence structures and digital tools where suitable.
HASS Economics 	In HASS Economics, students will explore how resources are used to meet people's needs and wants and how choices affect sustainability. They will identify natural, human and capital resources and investigate how these resources are combined to produce goods and services. Students will examine scarcity and how it influences decision-making, and consider how consumers and citizens can make responsible choices that support a sustainable future. Through case studies and inquiry, students will use evidence to explain economic ideas and apply them to real-world situations.	Students will be assessed on their understanding of resources, needs and wants, and sustainability. They will explain the differences between natural, human and capital resources and describe how resources can be used more sustainably to meet future needs. Students will use evidence from sources to draw conclusions, consider different viewpoints, and present their ideas clearly using accurate economic terms such as scarcity, choices, resources, needs, wants and sustainability.
The Arts Music (Sem 1) 	In Music, students extend their musical skills by learning more complex songs and rhythms, including anacrusis, ternary form and an expanded pentatonic scale. Through singing, playing and simple composing, they explore pitch, rhythm, dynamics and tempo in greater depth. Students read and create notation, improvise short patterns and rehearse music for informal performances while developing confidence, teamwork and thoughtful musical expression.	Students will be assessed on how well they use listening skills to compose and perform music with expression and control. They will combine musical elements and simple compositional techniques to create music that communicates ideas. Students will also document their compositions using basic graphic or staff notation and organise their musical ideas clearly. Finally, they will perform music for an audience, focusing on expressive elements such as dynamics and balance to communicate meaning confidently.
The Arts Dance (Sem 1) 	In Dance, students explore how dance communicates stories, ideas and cultural meaning. They learn how different groups use dance to share knowledge and identity. Students create and perform short dances using choreographic devices like repetition, contrast and unison, while developing expressive skills such as control and focus. They also view and discuss dance works to understand how movement creates meaning. Through group choreography, performance and reflection, students build their confidence in Dance.	Students explain how dance elements and choreographic devices are used to communicate meaning in the dances they view and create. They describe how movement can express cultural stories, including First Nations connections to Country and Place. Students demonstrate safe dance practice and combine expressive, controlled movements using different levels and directions. They rehearse and perform short sequences with focus and confidence and give simple, constructive feedback using dance terminology.
HPE Health (Sem 1) 	In Health, students explore the many factors that shape identity, including family, culture, community, role models and media. They learn that identity changes over time and examine how cultural traditions help build strong self-identity. Students investigate gender stereotypes, how these can create unfair expectations, and how to challenge them. They develop skills to recognise bias, promote equality and act with respect and inclusion. Throughout the unit, students build confidence to make fair, positive and respectful choices.	Students will be assessed on their ability to explain how people, places and experiences shape identities, and how positive self-identity can be supported. They will examine gender stereotypes and describe how these influence roles and expectations, including how some can be limiting or harmful. Students will propose strategies to challenge stereotypes and promote equality and respect. Their work will show how well they can think critically about identity, fairness and the influences that shape how we see ourselves and others.
HPE Movement 	In Movement, students will build their movement skills through a range of athletics-based activities. They will refine running, jumping and throwing skills and transfer movement strategies across different athletics tasks, such as pacing, space, generating force and controlling accuracy. Students will explore movement concepts to improve performance, predict and test strategies, and monitor how their bodies respond to different intensities of athletics activities.	Students will be assessed on how well they refine and adjust movement skills across a range of athletics activities. They will demonstrate their understanding of movement concepts such as effort, space, timing, force and speed to improve accuracy, control and overall performance. Students will show how changes in speed and force affect movement outcomes and reflect on how they adjust their techniques and strategies to improve their own performance across different athletics tasks.
Languages Japanese (Sem 1) 	In Japanese, students learn to talk and write about family in Japanese using accurate vocabulary, grammar and polite expressions. They practise saying and writing hiragana with correct stroke order and learn to describe family members' names, ages, personalities and interests. Through role-plays, dialogues and cultural activities, students explore how language reflects Japanese family values and customs. They compare Japanese and Australian family structures and communication styles, building cultural understanding. The unit concludes with spoken and written tasks where students describe their own or an imagined family and demonstrate the language and cultural knowledge they have developed.	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, particles, conjunctions and simple compound sentences, 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.