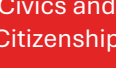


Year 5 – Term 4 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students will engage in a fantasy novel study to explore how authors develop ideas through characters, settings, events and themes, including interpersonal relationships and ethical dilemmas. They will analyse how literary devices such as imagery, similes, metaphors and personification create meaning and engage readers and compare different narrative viewpoints. Through reading, discussion and reflection, students will deepen their comprehension and critical thinking skills. They will also plan, draft, edit and publish an imaginative fantasy narrative, using cohesive paragraphs, dialogue, complex sentences and descriptive language to create an engaging story for a chosen audience.	Students will be assessed on their ability to read and comprehend a fantasy novel extract, summarise key events, make inferences, evaluate ideas, and use evidence from the text to justify their thinking. They will explain how characters, settings, events, text structures and language features, including literary devices, contribute to meaning and engage readers. Students will also create an imaginative fantasy narrative and supporting image for a chosen audience, developing characters, settings and plot through well-organised paragraphs, cohesive devices, descriptive language and literary techniques, while applying accurate spelling, grammar and punctuation to communicate ideas effectively.
Mathematics 	In Mathematics, students will deepen their understanding of number through investigations, problem-solving and mathematical reasoning. They will compare, order and apply decimals, use efficient strategies to solve multiplication and division problems, and find unknown values using number properties and inverse operations. Students will create and follow algorithms to investigate factors, multiples, divisibility and number patterns. They will also conduct chance experiments, analyse outcomes and frequencies, and use evidence to compare likelihoods and justify conclusions. Throughout the unit, students will explain their thinking using appropriate mathematical language and representations.	Students will be assessed on their ability to apply place value knowledge to read, write, compare and order decimals, and solve multiplication and division problems using efficient calculation strategies. They will use number properties and inverse operations to find unknown values and explain mathematical relationships. Students will also create and use algorithms to investigate factors, multiples, divisibility and number patterns. Through chance experiments, they will compare likelihoods, analyse outcomes and frequencies, and use evidence to justify conclusions and solve problems using appropriate mathematical language.
Science Earth and space 	In Science, students will investigate how Earth's surface changes over time through weathering, erosion, transportation and deposition. They will explore the factors that influence these processes, including water, wind, vegetation and landforms, and examine how landscapes can change gradually or rapidly. Through fieldwork and hands-on investigations, students will collect, represent and analyse data, identify patterns and make predictions about future landscape change. Students will also explore how Traditional Owners, scientists and communities use their knowledge to understand, manage and care for changing environments and landscapes.	Students will be assessed on their ability to explain how weathering, erosion, transportation and deposition change Earth's surface and identify examples of these processes in a local environment. They will plan and conduct safe fieldwork investigations, pose questions, make observations, collect and interpret evidence, and identify patterns and relationships in landscape change. Students will use evidence to explain how and why erosion has occurred, predict future changes to the landscape, and describe how scientists, Traditional Owners, land managers and communities work together to manage and protect environments from erosion.
HASS Civics and Citizenship 	In HASS, students will investigate the key values and features of Australia's democracy and explore how citizens participate in civic life. They will examine democratic values, voting systems and the history of voting rights in Australia, and investigate how elections support fair representation. Students will also explore how individuals, community organisations and First Nations groups work together to achieve civic goals and create positive change. Through source analysis, inquiry and collaborative problem-solving, students will develop evidence-based conclusions, evaluate actions and consider how active citizenship contributes to strong and inclusive communities.	Students will be assessed on their ability to explain the key values and features of Australia's democracy, including voting systems, citizen rights and responsibilities, and the role of elected representatives. They will develop inquiry questions, locate and organise information from a range of sources, and use evidence to investigate a community issue. Students will evaluate possible actions using agreed criteria, consider the potential effects of different options, and justify recommendations for improving their community while demonstrating an understanding of how people work together to achieve civic goals.
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 Movement, students refine and apply movement skills through table tennis activities that require accuracy, control, strategy and quick decision-making. They develop and adapt striking, serving, rallying and movement skills in a variety of game situations while exploring how movement concepts such as effort, space, time and object control can improve performance. Students investigate and apply game strategies to create scoring opportunities, maintain rallies and respond to opponents' actions. Throughout the unit, they demonstrate fair play, inclusion and leadership by collaborating with others, encouraging participation, taking on different roles, and modifying games to support positive and successful experiences for all players.	Students will be assessed on their ability to refine and apply table tennis skills, including serving, rallying, forehand and backhand strokes, while adjusting force, speed and placement to improve accuracy, control and game performance. They will apply movement concepts such as effort, space, time and object control in a range of game situations, transfer strategies to solve challenges, and evaluate the effectiveness of their decisions and tactics. Students will also demonstrate teamwork, fair play and inclusion by encouraging others, negotiating roles and responsibilities, and contributing positively to a supportive and successful playing environment.
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.