Year 5 – Term 1 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students read and view a range of literary texts set in both real and imagined worlds. They explore how authors use characters, settings, events and figurative language, such as simile, metaphor and personification to create meaning and engage readers. Students compare different narrative perspectives and discuss why authors make particular choices. They share opinions using appropriate speaking skills and literary terms. Through shared and independent writing, students respond to texts and create their own imaginative pieces, experimenting with language, ideas, characters and settings.	Students will be assessed on how well they express and justify their ideas about literary texts, using evidence and detailed explanations to support their opinions. They will organise their writing clearly, using a range of text structures, connecting words and sentence openers to guide the reader and link ideas smoothly. Students will also be assessed on their use of precise vocabulary, including topic-specific and technical terms, and their ability to use literary devices to add meaning. Throughout the task, they will demonstrate control of language and voice to communicate effectively to their audience.
Mathematics 	In Mathematics, students explore key mathematical ideas in number, space and statistics. They learn to read, compare and order decimals using place value and apply this understanding to everyday situations. Students connect 2D nets to 3D objects and use coordinates, grids and transformations, such as flips, slides and turns to describe movement and symmetry. They also plan and conduct statistical investigations, collecting data and representing it with appropriate graphs. By interpreting line graphs and describing data patterns, students develop strong analytical skills. Throughout the unit, they use diagrams, number sentences and digital tools to solve problems and explain their reasoning clearly.	Students will be assessed on how well they use grid coordinates and directional language to describe movement on maps and recreate images. They will show their understanding of nets by matching 3D objects to their 2D layouts and explaining their choices. Students will perform and describe transformations such as flips, slides and turns, identify what changes or stays the same, and recognise symmetry. They will also interpret line graphs about UV levels to make simple safety inferences, analyse data by identifying the mode and distribution shape, and plan and conduct a statistical investigation using digital tools to present their findings clearly.
Science Biology 	In Science, students explore how plants and animals adapt to survive in different environments. They investigate features such as camouflage, water storage and behavioural patterns, and learn how these adaptations support life in places like deserts and seasonal climates. Students also examine how this scientific knowledge guides real-world decisions in farming, conservation and design, including examples of biomimicry. Through hands-on and digital investigations, they ask questions, make predictions and communicate their findings using scientific language, visuals and multimodal texts. Throughout the unit, students build skills in teamwork, problem-solving and clear scientific communication.	Students will be assessed on how well they explain the physical features and behaviours that help plants and animals survive in challenging environments. They will also describe how scientific knowledge about these adaptations has inspired real-world solutions, such as examples of biomimicry or community actions that address environmental challenges. As part of the task, students will create a comparative scientific explanation and an informative display for a younger audience, using accurate scientific vocabulary and visual features to clearly communicate their ideas and findings.
HASS Geography 	In HASS, students explore how people influence places and environments. They investigate natural disasters and the ways communities prepare for and respond to them and learn about traditional First Nations land management practices. Students examine how changes in land use and introduced species affect habitats and ecosystems and evaluate possible solutions to these challenges. By interpreting graphs, maps and images, they identify patterns and apply critical thinking to environmental issues. The unit concludes with a research project where students explain human impacts and propose sustainable future solutions.	Students will be assessed on how they explain the positive and negative ways people influence places over time, including how spaces are used and managed, and the effects of these changes. They will evaluate information from maps, graphs, images and texts to identify patterns, trends and relationships, and draw conclusions. Students will also be assessed on how they select and reference ideas from sources and use accurate subject vocabulary, such as characteristics, environmental, human, ecosystems, sustainable and management to present clear, well-structured descriptions and explanations supported by evidence.
The Arts Music 	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 	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 	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 build fitness, skills and teamwork through Cross Country, Netball and Badminton. They learn to adapt and refine movement skills and transfer strategies across activities, such as, passing and finding space in Netball, and accurate shot selection in Badminton. Students investigate movement concepts to improve accuracy, control and performance. They predict and test strategies, monitor how their bodies respond to different activity intensities and learn how outdoor participation supports wellbeing. Finally, they plan simple ways to be more active while promoting fair play and inclusion.	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 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.