



Year 5 Term 4 – 2026

Curriculum Overview

Mathematics

This term, students will continue to develop and apply their mathematical understanding in the following areas:

Number and Place Value - read, write and count in sequences, order, rename, round all whole numbers up to millions. Use written strategies to add & subtract, arrays to multiply and divisibility rules to divide. Solve problems involving computation & apply computation. They represent common percentages and connect them to their fraction and decimal equivalents.

Fractions and Decimals – compare, order and make connections between fractions & decimals. Use strategies to add and subtract simple fractions with the same denominator and solve problems using unit fractions. Learn how to represent percentages and connect to fractions and decimal equivalents.

Patterns and Algebra – create, continue & identify the rule for patterns involving the addition & subtraction of fractions and use number sentences to find unknown quantities involving multiplication & division.

Chance and Data - conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes. They construct representations to organise data and information and describe patterns, trends and relationships.

For assessment: Students complete a range of written tests on the above concepts.

Science - Chemical Science

This term, students will investigate the properties of solids, liquids and gases, and explore how materials change state (for example, melting, freezing and evaporation).

They will plan and conduct fair and safe experiments, measuring factors such as temperature and mass, and recording their results in tables and graphs to identify patterns. They will also use models to understand how particles behave in solids, liquids and gases, helping them explain why materials change state.

As they work scientifically, students will develop skills in analysing results, drawing conclusions, and reflecting on their investigations to identify possible sources of error and improve the accuracy of their experiments.

For assessment: Students will complete a written task where they will relate the particulate arrangement of solids, liquids and gases to their observable properties, identify variables to be changed and measured and construct representations to organise data and information and describe patterns, trends and relationships.

Technology – Digital (Semester 2)

This semester, students will explore how digital systems work and how technology can be used to solve problems. They will learn to identify the inputs, processes and outputs of everyday digital devices and investigate how digital systems represent and transmit data. Students will also develop their computational thinking skills by designing algorithms and creating programs in a visual coding environment such as MakeCode. Through hands-on learning, they will use coding concepts including user input, repetition and decision-making to create interactive digital solutions.

For assessment:

Part A: Students will create an infographic that demonstrates their understanding of how a digital system works, including identifying inputs, processes and outputs.

Part B: Students will design and create a digital project using coding skills to solve a problem. They will test and refine their solution before sharing and explaining how it works.

Health

Respectful Interactions and Analysing Health Information - (Semester 2)

Students understand the concepts of power, control and coercion and examine the impact of the balance of power on relationships. They will also analyse Health Data about different aspects of health, to gain a further understanding on how to lead a healthy lifestyle

For assessment: Students analyse and create a multimodal presentation about a healthy habit.

Physical Education

Water Polo - Students perform the fundamental skills including travelling (head-up freestyle) with the ball and passing. They develop and demonstrate knowledge and application of rules of flippa ball/water polo and extend strategic analysis of game application

For assessment: Students must demonstrate and apply these skills in a modified game setting.

English

Completing a Novel Study – ‘The Callers’

Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.

Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters.

Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives.

They compare texts narrated from a first person and third person point of view. Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.

For assessment: Students **read**, view and comprehend an imaginative text and **create** a written narrative including a supporting image.

The Arts – Media - (Semester 2)

Light and Sound

Students will explore how ideas, stories and points of view are communicated through media artworks they make, share and view. Working collaboratively, they will use digital technologies to create media artworks, applying story principles, genre conventions, movement and lighting to engage an audience.

For assessment: Students will complete a written response analysing a media artwork and create a short stop-motion animation that demonstrates their understanding of media techniques and storytelling.

The Arts - Music

Students will continue to learn and practice rhythmic and pitch elements of music. They will describe how those elements of music are used in known and unknown repertoire. Students will also learn ukulele chords and use them to perform accompaniments to songs, investigating where, why and how music is performed across cultures, times, places and/or other contexts.

For assessment: Students complete written examples of how elements of music are used and a practical solo ukulele performance.

Humanities & Social Sciences

Managing Australian Communities

This term, students will learn about how people, places, and the environment are connected within Australian communities. They will explore how laws and regulations help manage communities and protect environments, and how people influence the way places are organised, including land use and zoning.

Students will also investigate natural hazards in Australia, such as bushfires, floods, and cyclones. They will learn about ways to reduce the impact of these events, examine how communities have responded to natural disasters, and suggest actions citizens can take to stay safe and support their communities during these challenges.

For assessment: Students will complete a written test to demonstrate their understanding of the above concepts.

Languages– German

Mein Haustier - My Pet

Students will continue learning the German names for a range of animals, including pets, farm animals, wild animals and Australian animals. They will build their vocabulary by learning body parts and descriptive adjectives to describe the characteristics of animals and people, including physical features and personality traits. Students will use descriptive and expressive language to compose simple descriptions, expanding modelled sentences to include details about an animal's appearance, personality, diet and habitat.

For assessment: Task 4.1: describe an animal or a person using correct German sentence structures, word order, punctuation, capital letters, descriptive language and conjunctions such as *und* (and) and *aber* (but)

Task 4.2: create a bilingual profile card about an imaginary animal, presented as either a digital product or an A4 poster.

