Year 5 CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4
	Excursion: Morten Bay EEC 'Colonial Brisbane'- HASS	**Excursion: Nudgee Beach EEC 'Fantastic Features'- Science**	**Excursion: Brisbane Urban EEC 'City Streets, City Beach'**	
ENGLISH	**Literary Discussion- Podcast** Students read, view and discuss a range of literary texts, including novels, poetry, plays and films, set in real and imagined worlds. They explore how ideas are expressed through characters, settings and events, and how authors use language features to create meaning. Students examine how imagery and sound devices like simile, metaphor and personification engage the reader's imagination. They compare first-person and third-person narration, considering why an author might choose each. Through shared and independent writing, students create their own imaginative texts, experimenting with figurative language, storylines and character development.	**Informative-Animal Adaptations** In this integrated English and Science unit, students will explore the incredible ways animals adapt to survive in their environments. They will examine how physical and behavioural features help animals thrive, and use this knowledge to craft their own multimodal informative texts. Through mentor texts, vocabulary building, and explicit writing instruction, students will learn how to structure informative texts, use scientific vocabulary, and enhance their writing with visuals.	**Persuasive- Song of Dolphin Boy** Using the context of 'Song of Dolphin Boy' by Elizabeth Laird, students will plan, create, and edit a text that persuades an audience around an environmental issue. Students will enhance their text through the use of language features, sequencing, and persuasive techniques. Using the features of voice, students will then present their persuade speech to an audience.	**Narrative- 13 Storey Treehouse** Students explore The 13-Storey Treehouse to examine how authors use characterisation, setting, and literary devices to build imaginative and humorous narratives. They apply this understanding to plan, write, and publish their own creative stories, using rich language features, cohesive structure, and visual elements to engage their audience.
MATHS	**Number, Algebra, Probability** • use place value to order decimals • use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns • use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one- and two-digit numbers and divide by single digit numbers • find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays • develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.	**Number, Algebra, Measurement** • use physical and virtual materials to experiment with factors and multiples • use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division* • build fluency and understanding of multiplication facts • develop efficient strategies to multiply and divide • use mathematical modelling to solve financial problems involving natural numbers and operations, and report on insights and conclusions reached • use estimation strategies to check the reasonableness of calculations when solving problems • apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems.	**Number, Space, Measurement** • use mathematical modelling to solve practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context • use common percentages to make proportional comparisons of quantities • use appropriate instruments and digital tools to construct and measure angles in degrees • use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces.	**Number, Space, Statistics** • use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals • use materials, diagrams or arrays to become efficient with multiplication facts • locate and move positions within a grid coordinate system to pinpoint specific locations • recognise what stays the same and what changes when shapes undergo transformations • use physical materials and dynamic geometric software to perform transformations • plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.
SCIENCE	**Chemical Science** Students plan and conduct fair experiments to investigate changes of state, measuring and representing data to identify patterns between the properties of solids, liquids, and gases. They explore real-world applications of these changes in technology and industry, use particle models to explain their observations, and reflect on the accuracy and reliability of their experimental methods.	**Biological Science** Students investigate how living things survive in different environments by exploring their structural features and behavioural adaptations through real-world examples and hands-on investigations. Integrating science and English, they apply their understanding to create an informative multimodal article showcasing how animals and plants adapt to their habitats, comparing survival strategies across diverse ecosystems.	**Physical Science** Students investigate how light behaves, including how it travels in straight lines and creates shadows, reflections, and refractions. They design and conduct experiments using digital tools to observe light passing through different materials and explore practical applications of reflection and refraction, such as in periscopes and kaleidoscopes.	**Earth Science** Students investigate how weathering, erosion, transportation, and deposition shape Earth's surface, creating both slow and rapid changes influenced by natural and human factors. Through experiments, map analysis, and exploration of First Nations Australian land management practices, they examine erosion patterns, mitigation techniques, and how communities work together to protect landscapes.

HASS	**History: The Establishment and Development of British Colonies in Australia** Students learn about the causes of British colonisation after 1800, exploring economic, political, and social factors. They investigate how colonies were established by asking questions and using primary and secondary sources to understand different perspectives. Students examine the roles of significant groups, including First Nations Australians, convicts, migrants, and leaders, and describe the impacts of colonisation on people, places, and the environment.	**Economics and Business- Needs, Wants and Limited Resources** Students explore how natural, human, and capital resources meet the needs and wants of families. They investigate how families make economic choices, manage limited resources, and identify patterns in spending. Students develop skills to interpret data, draw conclusions, and propose strategies using surveys, graphs, and tables. By the end of the unit, they understand resource allocation, the impact of needs versus wants, and apply problem-solving to real-world decisions.	**Geography: People, Places & Environmental Challenges** Students learn how people—including First Nations Australians and people from other countries—shape the characteristics of places. They investigate how Australian environments and spaces are managed in response to challenges such as bushfires, floods, droughts and cyclones. Students analyse patterns, trends and relationships in data and information to explain how people and places are connected, and evaluate environmental management strategies.	**Civics and Citizenship: Democracy, Representation & Civic Action** Students explore the key values and features of Australian democracy, including the election process and the roles and responsibilities of elected representatives. They examine how people with shared beliefs and values work together to achieve civic goals. Students interpret evidence to explain democratic processes, use appropriate civic terms and conventions, and propose actions or responses to contemporary issues, using criteria to assess possible effects and outcomes.
HPE/HEALTH	**Strengthening identity and building emotional resilience** Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.		**Transferring movement strategies and analysing health information** Students investigate different sources of health information and explore how they influence choices and behaviours about health, safety, relationships and wellbeing. Students refine and modify movement skills across different movement contexts, such as net/court; invasion; and striking and fielding games and activities. They experiment with different techniques and transfer strategies to enhance their performance and develop ways they can support fair play and inclusion. Through individual and collaborative activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.	
TECHNOLOGY	**Design and Technologies: Materials and technologies specialisations** Students investigate how the properties of materials, components, and tools affect design decisions and product functionality. They examine how people create household solutions to meet community needs, considering sustainability, safety, and competing factors. Students explore how technologies and construction techniques influence design choices and outcomes. They generate and communicate design ideas using drawings, technical terms, and digital tools, and justify their decisions against design criteria.			**Design and Technologies: Food and fibre production; Food specialisations** Students explore how and why food and fibre are produced and examine sustainability in food systems. They investigate how food characteristics affect selection and preparation for healthy eating. Students plan and create solutions using appropriate materials, tools, and techniques, considering design needs and safety. They justify their decisions and evaluate solutions for effectiveness, suitability, and sustainability.
THE ARTS		**Dance** Students explore, create, and perform dance sequences to express ideas, stories, and emotions, experimenting with elements such as space, time, dynamics, and relationships. They analyse and respond to their own and others' performances, using movement terminology to discuss technique, intention, and meaning. Through dance, students develop creativity, coordination, confidence, and collaboration skills.		**Art** Students explore ideas, experiences, and stories using different visual arts techniques and materials. They experiment with line, shape, colour, texture, and form to express meaning. Students create and refine artworks for specific purposes and audiences and respond to their own and others' work. Through visual arts, they develop creativity, problem-solving, and communication skills.
LANGUAGES	**Japanese: Create an avatar** Students use Japanese to communicate aspects of their personal identity (name, age, likes and dislikes and family members) and compare the language and behaviour used when creating self-introductions in Japanese and English.	**Japanese: Daily Life** Students will create descriptions of their own daily routines in Japanese. They will compare daily routines in Australia and Japan and learn to communicate the time at which certain activities are completed in Japanese.	**Japanese: Zoo** Students will design their own zoo and learn to communicate descriptions of animals including colours and body parts, in Japanese. In addition, students will be able to give directions to different areas of a zoo.	**Japanese: Australian products and souvenirs** Students will create advertisements for Australian products in Japanese. They will learn to communicate prices in Yen and Australian dollars and create descriptions using adjectives.