

CURRICULUM OVERVIEW

Term 1 2026



YEAR FIVE

ENGLISH



Appreciating and responding to texts

In this unit, students read, view and comprehend a variety of literary texts including the verse novel, *Bindi*. Through these texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery.

Students use appropriate interaction skills and features of voice to present opinions and ideas about texts. They create a podcast episode to review one of the texts read in class, expanding on ideas and opinions about the text.

MATHEMATICS



Number and Algebra: convert fractions and decimals to hundredths; use materials, develop efficiency with multiplication facts.

Space: pinpoint specific locations within a grid coordinate system, recognise changes when shapes undergo transformations, perform transformations

Statistics: 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.

HUMANITIES & SOCIAL SCIENCES (HASS)



People and the Environment

In this unit, students investigate how people and the environment influence one another. They explore the characteristics of places in Europe and North America and how human and environmental factors influence the characteristics of places.

Students complete maps using cartographic conventions and represent and interpret data to identify patterns and trends.

SCIENCE



Biological sciences

Students investigate the relationship between structural features and behaviours and survival in specific habitats. They identify patterns in survival strategies and if similar survival strategies exist amongst organisms across different habitats.

Students share information about the structural features and/or behaviours in particular habitat conditions.

Take off. Spread your wings. Soar.

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HEALTH & PHYSICAL EDUCATION: PE



Junior Lifesaver

In this context, students will consolidate specialised movement skills including swimming strokes, survival strokes and rescue situations. They apply and combine these skills in different rescue and real-life situations and games.



HEALTH & PHYSICAL EDUCATION: HEALTH

Emotional interactions

In this unit, students review how to establish and maintain friendships. They discuss the differences between friendships, relationships and peers. They investigate how feelings, emotions and mood can affect behaviours and responses. Students develop an understanding of bullying and harassment and who to go to for help if they are a victim or witness such behaviours.

THE ARTS: MUSIC



The School Bell

In this unit, students will sing, play, move, and create while extending their understanding of rhythmic and melodic concepts. They will explore the rhythmic patterns *ti-tika* and *tika-ti* and apply these patterns in performance. Students will continue developing their ukulele skills and perform the school bell using tuned percussion and ukulele, playing an arpeggio. Through practical music-making, students will deepen their understanding of rhythm, melody, and ensemble performance.

THE ARTS: VISUAL ART



Visual Arts: The Animal Within

In this unit, students focus on representation of animals as companion, metaphor, totem and predator.



TECHNOLOGIES: DESIGN TECH

Food and fibre production

In this unit, students will explore how competing factors and technologies influence the design of a sustainable service. They design a kitchen garden.

LANGUAGES: JAPANESE



What's in a name?

In this unit, students explore names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner.

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