

# CURRICULUM OVERVIEW

Term 2 2026



## YEAR FIVE

### Engaging with information reports

ENGLISH



Students read, view and comprehend a variety of informative texts about natural disasters. They explore how informative text features guide the reader to understand and access information. They compare texts on the same topic to identify similarities and differences in the information. Students use research skills to create texts organised in well-sequenced paragraphs, using specialist and technical vocabulary. They develop ideas using language features, including complex sentences and visual features for effect.

### MATHEMATICS



**Number and Algebra:** Students will experiment with factors and multiples, build fluency with multiplication facts, develop efficient strategies for solving multiplication and division problems, find unknowns in multiplication and division problems, round and estimate to check the reasonableness of answers, and solve financial problems using mathematical modelling

**Measurement:** Students will convert between 12- and 24-hour time.

### HUMANITIES & SOCIAL SCIENCES (HASS)



#### Managing Australian communities

In this unit, students investigate how places are affected by the interconnection between people, places and environments. They explore the influence of people on the human characteristics of places, traditional methods of land and resource management, as well as natural hazards and human responses to them.

### SCIENCE



#### Earth and space sciences

Students explore changes in local landscapes and investigate how wind, weather, water and/or gravity erode and/or relocate materials, resulting in slow or rapid change that shapes Earth's surface. They examine how human activities, such as deforestation and urban development, accelerate these changes, and consider impacts on communities.

*Take off. Spread your wings. Soar.*

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### HEALTH & PHYSICAL EDUCATION: PE



#### Faster, Stronger, Higher

In this unit, students will perform running, jumping and throwing sequences in athletics contexts, describe the key features of health-related fitness and identify the significance of physical activity participation to health and well-being.



### HEALTH & PHYSICAL EDUCATION: HEALTH

#### Healthy habits

In this unit, students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.

### THE ARTS: MUSIC



#### The School Bell (cont'd)

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.

### TECHNOLOGIES: DESIGN TECH



#### Food and fibre production (cont'd)

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

### THE ARTS: VISUAL ART



#### Visual Arts: The Animal Within (cont'd)

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

#### What's in my town?

In this unit, students identify information related to giving directions around a town.

### LANGUAGES: JAPANESE



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