



# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 5

Term 2, 2025

## English

### Engaging with information reports

Students engage with a variety of informative texts which supply technical information about a wide range of topics.

Students read, view and comprehend texts created to inform, using comprehension strategies to evaluate information.

Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included.

Students create a written and multimodal historical recount for an audience.

## Mathematics

Students have opportunities to develop understandings of:

### Number

- use physical and virtual materials to experiment with factors and multiples.
- apply understanding of relationships to convert between forms of numbers, units and spatial representations.

### Statistics

- plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data.

### Measurement (Time)

- apply an understanding of relationships to convert between 12- and 24- time.



## Humanities and Social Science (HASS)

### Managing Australian communities

In this unit, students investigate:

- how places are affected by the interconnection between people, places and environments.
- the influence of people on the human characteristics of places, including how the use of space within a place is organised.
- the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management.
- environmental challenges in the form of natural hazards.
- ways in which people respond to a geographical challenge and the possible effects of actions.

### Australian communities of the future

In this unit, students investigate:

- how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used.
- how different types of resources are used by societies to satisfy needs and wants of present and future generations.
- how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.



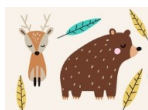
## The Arts - Visual Art

(continued from T1)

### The Animal Within

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

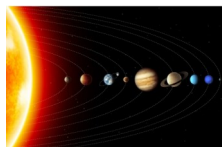
Students experiment with and use visual conventions and practices (collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view.



## Science

### Our place in the solar system

Students describe the key features of our solar system. Students explore the place of Earth in the solar system and then use this knowledge to look for patterns and relationships between components of this system. They discuss how people have contributed science knowledge to space exploration.





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### Other Learning Areas

#### Music

##### 3 Chord Magic

Students begin to explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. Students explore rhythm, pitch, form symbols and terminology to compose and perform. They sing and play music in different styles, demonstrating aural, technical and expressive skills.

Within the context of Making and Responding, students will:

- read and notate the C Arpeggio (school bell).
- play pentatonic pieces on the glockenspiel.
- strum songs on the ukulele using 3 chords: C F G7.
- create new verses for known songs.
- sing and identify songs in triple metre.
- play ostinato and bourdon accompaniments on tuned percussion.



#### Health and Physical Education (PE)

##### Faster, Stronger, Higher

In this unit students will perform running, jumping and throwing sequences in authentic situations.

They will explore and describe the key features of health-related fitness and the significance of physical activity participation to health and well-being in the context of athletics/cross country.



#### Languages: Japanese

##### What is in my town?

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

Students:

- learn vocabulary related to common places around a town.
- recognise key phrases related to giving directions
- identify relevant sight words in hiragana and kanji characters.



#### Health and 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.

Students will:

- understand the meaning of preventative health.
- examine the role that preventative health has in maintaining health and wellbeing.
- explore a range of community resources and strategies aimed at supporting health and wellbeing.
- investigate healthy habits and strategies that promote and maintain health and wellbeing.

#### Technologies: Design and Technologies

(continued from T1)

##### Harvesting good health

##### Food specialisations and food and fibre production

In this unit, students will explore how competing factors and technologies influence the design of a sustainable service. Students will plan and design a kitchen garden to service the Eagle Junction State School tuckshop.