



YEAR 5 TERM THREE CURRICULUM OVERVIEW

ENGLISH - Exploring Narrative Texts

Students will:

- read, view and comprehend an imaginative text being studied in class.
- explain how ideas are developed including through characters, settings and/or events.
- plan, create and edit a written narrative, including a supporting image, using elements of the fantasy fiction genre, drawn from the unit novel and model texts.

MATHEMATICS

Students will:

- 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
- order and represent, add and subtract fractions with the same or related denominators.
- represent common percentages and connect them to their fraction and decimal equivalents
- use appropriate instruments and digital tools to construct and measure angles in degrees
- use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area.
- connect objects to their two-dimensional nets.

SCIENCE - Survival in the Environment

Students will:

- analyse the structural features and behavioural adaptations that assist living things to survive in their environment.
- understand that science involves using evidence and comparing data to develop explanations.
- investigate the relationships between the factors that influence how animals survive in their environments, including those that survive in extreme environments.
- use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

HASS - People and the Environment

Students will:

- review mapping conventions and explore locations of countries in Europe and North America.
- investigate human and environmental characteristics of countries in these continents.
- use evidence to draw conclusions about how people and environments influence one another.

HEALTH AND PHYSICAL EDUCATION

In **Health** this semester, 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.

In **Physical Education**, through a team sport unit (volleyball/tee-ball)), students will

- practise specialised movement skills and apply them in a variety of movement sequences and situations.
- propose and apply movement concepts and strategies with and without equipment.
- participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.
- manipulate and modify elements of effort, space, time, objects and people to perform movement sequences.
- participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.
- apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.
- demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.

TECHNOLOGIES

Technologies was taught and assessed as part of the Semester One Teaching and Learning sequence in Year Five.

THE ARTS

MUSIC

This semester students will:

- use simple/compound time
- responding to Art Music – thematic orchestral music
- compare and contrast how musical elements can be used to communicate meaning
- compose music that communicates mood

DANCE

Students will:

- respond to, choreograph and perform dance.
- explore movement and choreographic devices.
- use simple elements of dance to structure a dance that expresses an idea.

MEDIA ARTS

This semester students will:

- work collaboratively using technologies to plan and create a multi-media artwork.
- explore genre conventions and use movement, lighting, sound and story principles to shape points of view or convey a message.
- produce a short stop-motion animation video which will tell a story to entertain or educate their audience.

LANGUAGES - CHINESE

Students will:

- develop their ability to communicate in Chinese by learning vocabulary and modelled sentence structures related to food and drink.
- practise expressing preferences, asking and answering questions, and ordering food in a simulated Chinese food stall set in an Australian context.
- explore cultural aspects of Chinese cuisine, including street food, regional culinary variations, and dining customs.
- through these cultural comparisons, they gain a deeper understanding of how language reflects cultural practices and values.