Year 5 2025
Term One - Curriculum Overview

School Priorities 2025

An Engaging Education and an Innovative Approach
An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.

A Chance to Shine & Building futures and success
A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.

A School with Heart
A school with heart developing students' Growth Mindset and the 'Power of Yet'.

Please check our school website regularly for upcoming events

Save the Date:
Welcome to MRSS 2025: Wednesday 19th February
School photos: Friday 7th February (Preps and new students **only**)
NAPLAN: Beginning Wednesday 12th March
Harmony day & World Down Syndrome Day: Friday 21st March
Parent-Teacher interviews: Wednesday 26th March
Cross country: Wednesday 2nd April
Free Dress Day: Thursday 3rd April

ENGLISH – Fractured fairy tales

In this unit, students listen to, read and interpret traditional fairy tales showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create an alternate version of a traditional fairy tale depicting contrasting characters in relation to setting and plot. In reading, students will continue to examine text dependent questions as well as develop their understanding of inferencing, and analysing and evaluating written information in texts. They will understand and use features of voice in readers' theatre.

Assessment: *Students will create an alternate version of a traditional fairy tale depicting contrasting characters in relation to setting and plot. Students will also present a drama performance to the class.*

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** - use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers, use estimation strategies to check the reasonableness of calculations when solving problems. Apply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators and use place value to order decimals. 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
- **Measurement** - decide on the appropriate unit when measuring length, mass and capacity of objects
- **Algebra** - find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays

Assessment: *Students will find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers. To create and use algorithms. Students will use place value to write and order decimals they will order and represent and add and subtract fractions with the same or related denominators.*

SCIENCE – Survival in the environment

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

Assessment: *Students will analyse how the form of living things enables them to function in their environments. They will also use environmental data when suggesting explanations for difference in structural features of creatures. Students will also demonstrate their ability to use scientific language and representations accurately.*

HASS – People and the environment

This term in HASS, students will explore the following inquiry question:

- *How do people and environments influence one another?*

Students will:

- examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia
- describe the relative location of places at a national scale
- investigate the impact of human actions on the environmental characteristics of places in Europe and North America
- organise data in a range of formats using appropriate conventions and interpret data to identify simple patterns, trends, spatial distributions and infer relationships

Assessment: *Students will identify and describe the locations of places using mapping conventions. They will sort, record and interpret data and information about the characteristics of places. Students will also explain the interconnections between people and characteristics of places and between components of the environment. They will evaluate data to determine the best place to visit.*

TECHNOLOGIES

Digital Technologies

In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.

Assessment: *Students will design and create an effective information system to meet the defined needs of a Read-a-thon.*

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

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.

Assessment: *Students describe their own and others' contributions to health and wellbeing. They interpret health information, and apply problem-solving skills to enhance their own and others' health and wellbeing.*

Physical Education

This term, students will combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.

Assessment: *Students will demonstrate their fluency and control when performing freestyle and survival backstroke. They will engage in lifesaving scenarios for specific time periods.*

JAPANESE

In this unit, students will explore language relating to hobbies and daily routines. Students will learn time expressions, discuss hobbies and daily activities, reflect on similarities and differences in ways of expressing values, and identify words borrowed between English and Japanese.

Assessment: *Students will collate a collection of work throughout the term including listening, speaking, and reflecting tasks.*

THE ARTS

Music
This curriculum area will be taught and assessed in Term 2.

Visual Arts
This curriculum area will be taught and assessed in Term 2.

Media Arts
This curriculum area will be taught and assessed in Term 3.