## YEAR 5 2025 Curriculum Overview

| Learning area | SEMESTER 1 | | SEMESTER 2 | | MINIMUM TIME ALLOCATIONS PER WEEK |
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| **Achievement Standard** | By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.<br>They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.<br>They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | | | **6 hours** |
| **English V9** | **UNIT 1**<br>**Appreciating and responding to literary texts**<br>Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings.<br>Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose.<br>Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices.<br>Students compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view.<br>Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features.<br>They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings. | **UNIT 2**<br>**Engaging with information reports**<br>Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts.<br>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.<br>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.<br>Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words. | **UNIT 3**<br>**Persuading others**<br>Students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work.<br>Students, read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning.<br>Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience.<br>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace. | **UNIT 4**<br>**Completing a novel study**<br>Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.<br>Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters.<br>Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view.<br>Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions. | |

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| **Achievement Standard** | By the end of Year 5, students use place value to write and order decimals including decimals greater than one. They express natural numbers as products of factors and identify multiples. Students order and represent, add and subtract fractions with the same or related denominators. They represent common percentages and connect them to their fraction and decimal equivalents. Students use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers. They check the reasonableness of their calculations using estimation. Students use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation. They apply properties of numbers and operations to find unknown values in numerical equations involving multiplication and division. Students create and use algorithms to identify and explain patterns in the factors and multiples of numbers.<br>They choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area. Students convert between 12- and 24-hour time. They estimate, construct and measure angles in degrees. Students use grid coordinates to locate and move positions. They connect objects to their two-dimensional nets. Students perform and describe the results of transformations and identify any symmetries. They plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools. Students identify the mode and interpret the shape of distributions of data in context. They interpret and compare data represented in line graphs. Students conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes. | | | | **5 hours** |
| **Mathematics V9** | **UNIT 1**<br>**Number, Space, Statistics**<br>Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br>• 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<br>• use materials, diagrams or arrays to become efficient with multiplication facts<br>• locate and move positions within a grid coordinate system to pinpoint specific locations<br>• recognise what stays the same and what changes when shapes undergo transformations<br>• use physical materials and dynamic geometric software to perform transformations<br>• 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. | **UNIT 2**<br>**Number, Algebra, Measurement**<br>Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br>• use physical and virtual materials to experiment with factors and multiples<br>• use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division<br>• build fluency and understanding of multiplication facts.<br>• develop efficient strategies to multiply and divide<br>• use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached<br>• use estimation strategies to check the reasonableness of calculations when solving problems<br>• apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems. | **UNIT 3**<br>**Number, Space, Measurement**<br>Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br>• use common percentages to make proportional comparisons of quantities in everyday contexts<br>• apply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators<br>• use mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions<br>• apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects<br>• solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units<br>• decide on the appropriate unit when measuring length, mass and capacity of objects<br>• use appropriate instruments such as protractors and digital tools to construct and measure angles in degrees. | **UNIT 4**<br>**Number, Algebra, Probability**<br>Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br>• use place value to order decimals<br>• use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns<br>• use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers and divide by single digit numbers<br>• find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays<br>• develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring. | |

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| **Achievement Standard** | By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.<br>Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts. | | | | **1 hour 45 mins** |
| **Science V8.4** | **Unit 2: Our place in the solar system**<br>Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students pose questions and plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media. | **Unit 1: Survival in the environment**<br>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 the relationships between the 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. | **Unit 3: Now you see it**<br>Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives. | **Unit 4: Matter matters**<br>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation. | |

# YEAR 5 2025 Curriculum Overview

| Learning area | SEMESTER 1 | SEMESTER 2 | MINIMUM TIME ALLOCATIONS PER WEEK |
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| **Achievement Standard** | **By the end of Year 5,** students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system.<br>**In Year 5**, students develop questions for an investigation. They locate and collect information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | **By the end of Year 5,** students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices.<br>**In Year 5,** students locate and collect data and information from a range of sources to answer inquiry questions. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | **2 hours**<br><br>HASS Specialist 1 hour 30 mins/week |
| **HASS P-6 CPM V8.4** ***Specialist Teacher***<br><br>**B CYCLE 2025**<br>**A CYCLE 2026**<br>**ACV9 2027** | **CPM B Cycle Unit 1: Changing life and communities**<br>**Inquiry questions:**<br>**Year 5**<br>• How have individuals and groups in the past and present contributed to the development of Australia?<br>• How have people enacted their values and perceptions about their community, other people and places, past and present?<br><br>**Australian communities in the 1800s and 2000s**<br>Students will investigate the values and processes of Australia's democracy, and the effects of the discovery of gold on the lives of Australians. | **CPM B Cycle Unit 2: People and places**<br>**Inquiry questions:**<br>**Year 5 & Year 6**<br>• What is the relationship between environments and my roles as a consumer and citizen?<br><br>**People interacting with environments**<br>Students will investigate how people and environments influence each other and plan a business to benefit the local community. | |

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| **Achievement Standard** | By the end of Year 5, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.<br>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. | | | | **2 hours** |
| **HPE Health V8.4**<br><br>***RESPECT PROGRAM EMBEDDED*** | **Unit 1: Emotional interactions RRE** | **Unit 2: Healthy habits** | **Unit 3: Multicultural Australia RRE** | | |
| | Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.<br>*This unit has been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum.* | 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 gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding. | | |
| **HPE Movement V8.4** ***Specialist Teacher*** | **Unit 1: Fitness fun** | **Unit 2: Athletics performance** | **Unit 3: 'All codes' football** | **Unit 4: People in motion** | NCT PE Specialist 30 mins/week |
| | Students explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component. | Students participate in athletic-themed sequences using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. | Students develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football. | Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses. | |

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| **Achievement Standard** | By the end of Year 5, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.<br>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. | By the end of Year 5, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.<br>Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols. | **1 Hour 30 mins** |
| **Technologies V8.4** | **DESIGN AND TECHNOLOGY Unit 3: Design for nature**<br>**Materials and technologies specialisations**<br>Students investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They design a creature and its adaptations to meet an identified need for that creature to survive in suggested environments.<br>They explore the role of people in a range of technologies occupations and the tools and techniques they use.<br>Students apply the following processes and production skills:<br>• investigating by:<br>  ○ analysing needs and opportunities for designing<br>  ○ analysing technologies and design features used in wildlife management<br>  ○ testing tools and techniques with a range of materials<br>• generating and documenting design ideas<br>• producing and implementing a creature for an identified need<br>• evaluating design ideas, processes and solutions against negotiated criteria for success<br>• collaborating as well as working individually throughout the process<br>• managing by developing project plans that include resources. | **DIGITAL TECHNOLOGIES Unit 1 : A-maze-ing digital designs**<br>Students engage in a number of activities, including:<br>• investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems<br>• following, modifying and designing algorithms that include branching and repetition<br>• developing skills in using a visual programming language within a maze game context<br>• working collaboratively to create a new maze game.<br>Students apply a range of skills and processes when creating digital solutions. They will:<br>• define problems by identifying appropriate data and functional requirements<br>• design a user interface, considering design principles<br>• follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game<br>• implement their game using visual programming<br>• evaluate how well their solutions meet needs<br>• plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online. | |

| YEAR 5 2025 Curriculum Overview | | | |
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| **Learning area** | **SEMESTER 1** | **SEMESTER 2** | **MINIMUM TIME ALLOCATIONS PER WEEK** |
| **Achievement Standard** | By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. | | NCT Music Specialist 30 mins/week |
| **THE ARTS Music V8.4**<br>***Specialist Teacher*** | **Unit 1: Going to the movies**<br>Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.<br>Students will:<br>• explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns in a range of pieces of music from films (e.g. driving the action, setting the scene and mood, and portraying characters)<br>• develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films<br>• rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience<br>• explain how the elements of music communicate meaning by comparing music from a variety of segments of film | **Unit 3: Rhythmic riot**<br>Students make and respond to music by exploring the concept of ostinato — a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.<br>Students will:<br>• explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion<br>• develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinato<br>• rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion<br>• explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion. | |

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| **Achievement Standard** | By the end of Year 5, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills. | By the end of Year 5, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places.<br>Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting. | **1 hour 15 mins** |
| **THE ARTS** | **DANCE Unit 3: Adventures in dance** | **MEDIA ARTS Unit 2: What's the story – Documentary** | |
| | Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.<br>Students will:<br>• explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories<br>• develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination<br>• perform dance using expressive skills to communicate a choreographer's ideas about an adventure story<br>• explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts. | Students create a documentary style film to tell the personal story of someone in the school community.<br>Students will:<br>• explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view<br>• experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view<br>• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting<br>• compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples. | |

***LOTE will not be delivered as a learning area in 2025.**

| OONOONBA STATE SCHOOL – Year 5 2025 | Timeline 2025 | | | |
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| | **T1** | **T2** | **T3** | **T4** |
| SSP: PLD – phonics sequence (reading & spelling)<br>Screeners and trackers | ✓ | ✓ | ✓ | ✓ |
| RESPECTFUL RELATIONSHIPS EDUCATION | | ✓ | | ✓ |
| LIFE EDUCATION | ✓ | ✓ | ✓ | |
| WRITING (samples – monitoring) | | | | ✓ |
| STANDARDISED TESTING<br>SOUTH AUSTRALIA SPELLING | | | | ✓ |
| WATER SAFETY & SWIMMING EXPECTATIONS | | | | ✓ |
| EXCURSIONS/INCURSIONS | | **SCIENCE & DES TECH Excursion:**<br>WEEK 2<br><br>**TBC LEADERSHIP Incursion:**<br>PEEC Leadership Day – end of term | **TBC LEADERSHIP Incursion:**<br>PEEC Leadership Day – beginning of term<br><br>**TBC Incursion**:<br>environment/local planning | **Beach Practical SLSQ**:<br>Term 4 week 6 approx. |