



# Year 5 Term 1, 2026 Curriculum Overview

**A quick look at what Year 5 students will learn this term.**

## ENGLISH

Students will use the novel *The Bushranger's Boys 1841: Do You Dare?* as a context to explore literary texts and develop increasing independence as readers by examining how authors convey ideas through characters, settings, and events and how imaginative text features are used for specific purposes. They will analyse how character and setting are developed to engage readers through devices such as simile, metaphor, personification, and sound techniques, and compare first-person and third-person narration to discuss why authors choose particular perspectives. Students will use appropriate literary terminology to express informed opinions through shared and independent reading and writing, culminating in the creation of a podcast that presents their analysis and viewpoints.

## MATHEMATICS

Students will continue to develop an understanding of concepts across the strands of Mathematics. In Number, students will use a range of physical and virtual materials to consolidate and extend their knowledge of place value, decimals and fractions, and the relationship between these concepts. Students will continue to become efficient with multiplication facts. Students will use a grid coordinate system to locate, move positions and pinpoint specific locations. They will explore and recognise what changes and what stays the same when shapes undergo transformations, using software and physical materials. Students will plan and conduct their own statistical investigation. The investigation will involve gathering, analysing and displaying data to answer a specific question on students' sun safety behaviours.

## HEALTH & PHYSICAL EDUCATION

### Swimming and Water Safety

Students will take part in a swimming program that includes Swim and Survive activities based on the Royal Life Saving Australia National Swimming and Water Safety Framework. These activities include survival strokes, survival sequences including a clothed survival swim and use of Personal Flotation Devices (PFDs).

### Emotional Interactions

Students will explore how emotions and behaviour influence how people interact. They will examine different types of relationships and how they are established and maintained.

## SCIENCE

Students will investigate how structural features and behaviours support survival in specific habitats by posing questions, analysing evidence, and identifying patterns in survival strategies. They will compare similarities and differences, such as how organisms conserve water in arid environments or use body patterns for camouflage across habitats. Students will engage with scientific research to explore how new discoveries, including biofluorescence, lead to further investigation and a deeper understanding of organism features and behaviours. They will create digital presentations to communicate their findings and examine real-world examples of biomimicry, proposing how biological survival features can inspire human design solutions in areas such as architecture, transport, robotics, materials, and fashion.

## MUSIC

### Rhythmic Riot

Students will explore the concept of ostinato (a repeated rhythmic or melodic pattern) by creating, performing, and responding to music. They will also use aural skills to identify and perform rhythm and pitch patterns, develop technical and expressive skills in singing and playing instruments such as the ukulele, recorder, body and tuned percussion, and continue learning how to apply dynamics and expression to their performances.

## CHINESE

### What are personal spaces?

Students will participate in listening, speaking, reading and writing activities in Mandarin. They will learn about vocabulary adjectives, prepositions and sentence structure relating to the home, colours, interests and furniture

## VISUAL ARTS

Students will explore artists' use of animal representations and relationship to environment as inspiration for a mixed media artwork.

## DESIGN AND TECHNOLOGIES

Students will explore how competing factors, including sustainability, and technologies influence invention design. Following the design process of investigate, generate, collaborate, produce and evaluate, students will apply their knowledge to design a solution to support native fauna into our school grounds.

## HUMANITIES & SOCIAL SCIENCES

Students will investigate the characteristics of places and use evidence to draw conclusions about their preferred place to live. They will describe the location of selected countries in Europe and North America in relation to Australia and identify the relative location of places on a national scale. Students will also explore the human and environmental factors that influence the characteristics of places and examine the interconnections between people and environments. Finally, they will evaluate the characteristics of different places to determine the country in which they would prefer to live.