



Curriculum Overview

Year 5 –Term 2, 2026

Religion

This term, students will explore how people use their freedom and free will to make good choices and follow Jesus. They will learn about the role of the Holy Spirit, the fruits of the Spirit, and how the Sacrament of Confirmation strengthens people to live as God intends.

Students will examine how the Eucharist builds community, teaches Gospel values, and strengthens relationships with God and others. Through Scripture, discussion and creative tasks, students will deepen their understanding of faith and how it is lived in everyday life

English

Reading: Students will begin our class novel this term. We will have a focus on comprehension and identifying key information. Students will begin their reading rotations, looking at targeted skills with their teacher.

Writing: This term, students will build their narrative writing skills by exploring structure, character development, descriptive language and the purpose of storytelling.

Students will also develop persuasive writing skills, learning how to construct strong arguments, use persuasive techniques and structure their ideas effectively. By the end of the term, students will apply these skills through structured debates, where they will present and respond to arguments confidently

Spelling: During Term Two students will work through Units 11-20 of the Soundwaves program. Students will continue to develop their understanding of prefixes and suffixes and the concept of Greek and Latin root words. Students will demonstrate their understanding of spelling patterns through transferring their knowledge into their writing.



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Mathematics

This term students are exploring 3D shapes and discovering their real world applications. Students will move to angles where they will learn the different classifications of angles and use their prior understanding to discover missing angles and identifying angles in 3D shapes. Students will begin to explore discrete and continuous data, when each is used and how to represent each different type of data. Students will collect both types of information from surveys or measurements and create hand drawn and digital representations. We will then finish the term with multiplication and division. Showing the relationship between the two mathematical operations. We will look at both written and mental strategies for both operations with real world applications utilised throughout the unit of work.

Science – Light energy

Students learn about how light is transferred, how it helps them to see, and how reflections, shadows, and refraction occurs. Students will explore how light travels through transparent, translucent and opaque materials. In this unit, students will explore observable phenomena associated with light and begin to recognise that phenomena have sets of characteristic behaviours. They will explore the transfer of light and understand that light from a source forms shadows and can be absorbed, reflected and refracted. Working independently and collaboratively, students will plan and apply the elements of the scientific process and conduct investigations to answer questions and solve problems using appropriate equipment. For NAIDOC Week the students will explore the phenomena of the Emu in the Sky.



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HaSS

This term students are exploring business and economics. Looking at the needs and wants of different people around the world. How the needs of people change as they grow as they mature. Students will explore how to compare products to determine the best fit for their budget and make decisions for different products, providing reasonings for their choices. Students will look at the different types of resources and how we can justify making things out of different materials and why somethings are made the way they are. Finally we will end the term with a project, to determine and design a new product that would improve the lives of people.

Digital Technologies

Students will explore how technology can be used in the area of animal conservation. Students will explore different types of technologies and their applications in keep animals safe in the wild. Students will conduct research into different types of animals, exploring existing technological conservation strategies, and propose new ideas for how technology might be used to protect endangered species.

Arts

Visual Arts:

This term in Visual Arts, students will focus on using colour, value, texture and line to create an abstract artwork. They will experiment with these visual elements and then select a range of materials to enhance and add interest to their own creative piece.

Performing Arts:

DANCE

This term, the Year 5 students will work collaboratively to choreograph a dance routine. They will work using a stimulus as a guide. They will use their knowledge and understanding of the Dance elements (body, energy, space, time) and choreographic devices (repetition, contrast, canon, unison) to choreograph simple movements. Students will practise their rehearsal and performance skills. They will respond honestly to their own performances.



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Japanese

Year 5 will continue with their 'konbini' unit from Term 1, and will finish filming a pair shopping role play and create a catalog page using Japanese yen prices. They will then explore Onigiri (Japanese rice balls) and reflecting on its importance in Japanese culture. Students will discover all about rice balls, and will practice describing the shape, colours and filling used for a rice ball of their own design. Students will learn how to read the recipe for making onigiri in Japanese and will read and act out a Japanese folktale based around rice balls. They will also be given the opportunity to make and taste their own rice balls at the end of term.

Sport

Year 5 sport continues to develop students' endurance through cross country training, with a focus on improving pacing, consistency, and perseverance over longer distances. In hockey, students further refine their fundamental skills, including dribbling with control, passing with accuracy, receiving on the move, and maintaining safe and effective stick use. There is a greater emphasis on game understanding, with students exploring positioning, creating space, and applying simple attacking and defensive strategies. Through game-based play, students build confidence in decision-making, communication, and teamwork while applying their skills in more structured and competitive situations.

Health

Students will learn about their rights, relationships and how to stay safe in a range of situations. They will explore topics such as gender stereotypes, power in relationships, bullying, and recognising unsafe situations including tricks and bribes. Students will develop strategies to respond confidently, identify trusted people for support, and understand how to act in emergencies.