



ENGLISH

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.

- 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.
- 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.
- 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.
- They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.



MATHEMATICS

In Year 5, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Number

- apply an understanding of relationships to convert between, and order fractions and decimals
- use mathematical modelling to solve practical addition and subtraction problems using fractions

Space

- recognise what stays the same and what changes when shapes undergo transformations
- locate and move positions within a grid coordinate system

Statistics

- plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data

SCIENCE

Unit – 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 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.

Mrs Kate Cairns – kcair10@eq.edu.au

MUSIC

Unit – Aural, written recognition & responding through performing

Students will explore Compound rhythms on recorders and keyboards.

They will continue to extend and explore Solfa and Form throughout.

Mrs Myatt – kmyat3@eq.edu.au



HASS (Humanities & Social Sciences)

Unit – Communities in colonial Australia (1800s)

Inquiry question:

- How have individuals and groups in the colonial past contributed to the development of Australia?

In this unit, students:

- examine key events related to the development of British colonies in Australia after 1800
- identify the economic, political and social reasons for colonial developments in Australia after 1800
- investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia
- present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community
- identify different viewpoints about the significance of individuals and groups in shaping the colonies
- sequence significant events and developments that occurred during the development of colonial Australia using timelines.

Miss O'Sullivan

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THE ARTS

Unit Overview: "The Survivalist Stage: A Survivalist Play Building Adventure"

This 10-week play building and improvisation unit invites Year 5 students to dive into a creative and fun exploration of survival stories. Students will work together to develop original characters, settings, and plotlines while using improvisation techniques to bring their ideas to life. Through drama games, role-playing, movement exercises, and storytelling, they will create a short, original performance.

By the end of the unit, students will have created a group-devised performance based on their exploration of survival and adventure themes, showing their understanding of dramatic elements such as tension, mood, contrast, and symbolism. They will also reflect on their creative choices and how these help make the performance exciting and engaging.

Mrs Kemp – akemp45@eq.edu.au

HPE (Health & Physical Education)

Unit – Emotional Interactions

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.

Unit – Life Saving/Swimming

Junior lifesaver – Students perform freestyle, backstroke, breaststroke and survival backstroke.

They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios

Mr Mottram – bmott8@eq.edu.au