

Year Five Term Two Overview 2025



Religious Education

5.3 Penance

Students will ...

- develop an understanding that God always loves them, no matter what.
- learn that Jesus gave the Sacrament of Penance to forgive people's sins, and to restore their relationship with God and with others.

5.4 Eucharist

Students will ...

- think about their family, friends, communities and culture and how their experiences in these groups shape the people that they are today.
- read about the ways that Jesus showed goodness by being kind, courageous and compassionate.
- look at the parts of the Mass.

Western Australian Curriculum

Subject

Key Component

English

Speaking & Listening

Students will ...

- express thoughts and opinions.
- present findings in different forms.
- demonstrate understanding of audio texts.
- build their public speaking skills by preparing and presenting a speech of their choice for the *Speak Up Awards*.

Reading & Comprehension

Students will ...

- use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.
- research, analyse and evaluate using a variety of informational texts related to our HASS unit of work on The Americas.
- summarise texts by choosing key words and note-taking.

Writing & Creating

Students will ...

- plan and create narratives and descriptive pieces keeping audience and purpose in mind.
- plan and create persuasive texts to convince others of a point of view.

Mathematics

Number & Algebra

FRACTIONS AND DECIMALS

Students will...

- identify place value to tenths, hundredths and thousandths.
- compare and order decimal numbers to thousandths.
- round decimals.
- use concrete materials to represent fraction and decimal values.
- locate fractions and decimals in relation to others on a number line.
- identify the relationship between fractions and decimals.
- compare and order fractions.
- identify and convert equivalent fractions.
- add and subtract fractions with like denominators.

Measurement & Geometry

	<p>USING UNITS OF MEASUREMENT Students will...</p> <ul style="list-style-type: none"> ○ calculate perimeter and area. <p>ANGLES Students will....</p> <ul style="list-style-type: none"> ○ identify and name angles. ○ estimate, measure and compare angles using degrees. ○ construct angles using a protractor.
	<p>Statistics & Probability LOCATION Students will....</p> <ul style="list-style-type: none"> ○ apply a grid reference system to locate landmarks. ○ describe routes using landmarks and directional language.
Humanities & Social Sciences	<p>Geography Students will ...</p> <ul style="list-style-type: none"> ○ research The Americas and extend their mental map of the world through locating countries, cities, landforms and climatic regions. ○ enquire into the connections between the people and the environment and how these interactions influence one another.
Design Technologies	<p>Engineering Principles Students will ...</p> <ul style="list-style-type: none"> ○ identify how various forces create movement. ○ work in groups to design and build an egg drop device. ○ identify materials that alter the force of impact. <p>Food Safety Students will ...</p> <ul style="list-style-type: none"> ○ identify and apply appropriate food safety and hygiene practices. ○ investigate, plan and design healthy lunchbox options.
Health	<p>WA Curriculum Health Descriptors</p> <ul style="list-style-type: none"> ○ Skills and strategies to establish and manage relationships over time, such as: exploring why relationships change, assessing the impact of changing relationships on health and wellbeing, building new friendships, dealing with bullying and harassment. ○ Ways in which inappropriate emotional responses impact relationships, such as: loss of trust, fear, loss of respect. <p>Highway Heroes Module 3: Getting Things Done – The Secrets of Staying-Power and Grit.</p> <p>Protective Behaviours Focus Area 2: Relationships</p> <ul style="list-style-type: none"> ○ Topic 3: Power in Relationships ○ Topic 4: Trust and Networks
Art	<p>Students will:</p> <ul style="list-style-type: none"> ○ experiment with colour value, which is any colour made lighter or darker. ○ experiment contrasting with colour and explore warm on cool, opaque on transparent, dark on light, bright on dull. ○ experiment with colour to express the imagination and feelings by distortion and exaggeration. ○ recognise that varying lines as light and dark can bring life to a drawing.

	<ul style="list-style-type: none"> ○ recognise lines can be used for contour drawings, combined for special effects of shading and cross hatching, and can be represented and combined to make implied textures such as scales, spikes and fur, arranged to make a point of emphasis to which the eye is drawn. ○ explore artwork from various artists and identify and describe using visual art elements. ○ share personal responses and feelings about artwork they view and make. ○ development of artistic skills through experimentation with colour and colour value and line. ○ explore famous artists and their style of artwork and create artwork inspired by these styles.
Physical Education	<p>Students will:</p> <ul style="list-style-type: none"> ○ display fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control by applying striking and throwing skills to propel an object and keep it in motion - using the net in Modcrosse. ○ link fundamental movement skills to specific skills in organised games and sports, such as two-handed striking to scoop and throw in Modcrosse, throwing a ball to the most advantageous fielder in Modcrosse, and running, weaving and passing in League Tag. ○ learn responsibilities of different roles e.g. player, coach and umpire. ○ display ethical behaviour and follow rules in all games – at School and Interschool.
Science	<p>Biological Sciences - Adapt to Survive</p> <p>Students will:</p> <ul style="list-style-type: none"> ○ learn how animals, plants and humans adapt to survive in their environment. ○ explore features like camouflage, body parts and behaviours that help living things adapt in different environments. ○ participate through hands-on activities, fun investigations, and watch informative videos. ○ research animals and plants, and share their discoveries.
Auslan	<p>Students will:</p> <ul style="list-style-type: none"> ○ consolidate and expand upon the Auslan signs learned in Term One, including the Auslan alphabet and numbers, while continuing to strengthen their non-verbal communication skills. ○ focus on learning Auslan signs for family members, allowing them to explore and understand the diversity of family structures within the community. ○ special cultural focus will be placed on ANZAC Day, where students will learn signs related to this significant event and engage in discussions about the contributions of Deaf individuals to the war efforts, highlighting the contribution of people within the Deaf community at times of conflict. ○ broaden their vocabulary by learning Auslan signs for common household and school objects, as well as being introduced to signs for colours, further enhancing their everyday communication skills. ○ learn specific Auslan signs related to the celebration of Mother's Day and create heartfelt messages for their mums or other important figures in their families, fostering both language development and an appreciation for cultural traditions.
Music	<p>Students will:</p> <ul style="list-style-type: none"> ○ follow the Ukulele Works Program (Wayne Dauer) as they are introduced to the Ukelele. ○ learn how to care for the instrument, how to tune, basic strumming patterns, and the chords of C, F, and Am. The program also strengthens rhythm and ensemble skills. ○ learn songs using these chords, including <i>You Are My Sunshine</i> and <i>Michael Finnigan</i>. ○ have the opportunity to present and perform a song of their choice with a peer group. ○ improvise with and organise the elements of music to create simple compositions on Ukulele. ○ develop performance skills (singing in tune; playing with correct timing and technique, incorporating some dynamics; maintaining tempo when performing with others).

*This Overview is subject to change based on school factors and the needs and abilities of the class.