

Year Five Term Two Overview 2026



Religious Education

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| 5.3 Confirmation | <p>Students will ...</p> <ul style="list-style-type: none"> ○ explore how God gave people the freedom and ability to make choices. ○ learn that as people grow, they can improve their ability to make choices that reflect love and respect. ○ read how Jesus promised to send the Holy Spirit to guide people to make good choices when he had left the earth. ○ explore how all people can become filled with the Holy Spirit and be guided through the Sacrament of Confirmation. |
| 5.4 Eucharist | <p>Students will ...</p> <ul style="list-style-type: none"> ○ 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 |
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| English | <p>Speaking & Listening</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ build their public speaking skills by preparing and presenting a speech of their choice for the <i>Speak Up Awards</i>. ○ express thoughts and opinions in this speech. ○ present findings in different forms. |
| | <p>Reading & Comprehension</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ 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. |
| | <p>Writing & Creating</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ plan and compose a speech, on a topic of their choice, keeping audience and purpose in mind, and using the SRSD POWre mnemonic. ○ plan and compose informational texts, using the SRSD TIDE mnemonic. ○ use the SRSD writing model for planning and creating these genres. |
| Mathematics | <p>Number & Algebra</p> <p>FRACTIONS AND DECIMALS</p> <p>Students will....</p> <ul style="list-style-type: none"> ○ 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. |

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| | <ul style="list-style-type: none"> ○ compare and order fractions. ○ identify and convert equivalent fractions. ○ add and subtract fractions with like denominators. <p>Measurement & Geometry 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 | Students will ... |

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| | <ul style="list-style-type: none"> ○ continue to extend their understanding of the Visual Art elements and explore ideas to develop realistic, narrative and abstract artwork. ○ focus on the Visual Art element of form with a three-dimensional project on quirky birds. ○ use their own two-dimensional, original artworks created in Term One as inspiration to create a bird sculpture artwork. ○ be guided by techniques and processes that enable them to create original artwork. ○ practise using Visual Art terminology to reflect on the role of art in different times and cultures, and how they may create purpose and meaning in their own artwork. |
| 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</p> <p>Students will ...</p> <ul style="list-style-type: none"> ○ explore and identify the difference between structural and behavioural adaptations. ○ describe how these adaptations aid the survival of living things in a desert environment. |
| Auslan | <p>Students will ...</p> <ul style="list-style-type: none"> ○ focus on developing more complex communication through explanation, opinion, and reflection using Auslan. ○ express opinions, justify choices, and explain ideas about health, community, and responsibility. ○ use language to discuss values such as healthy choices, belonging, and safety. ○ improve fluency, clarity, and confidence in sustained signed interactions. |
| Music | <p>Students will ...</p> <ul style="list-style-type: none"> ○ follow the Ukulele Works Program (Wayne Dauer) as they are introduced to the Ukulele. ○ 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.