

Year Five Term Four Overview 2025



Religious Education

5.7 Baptism	Students will ... ○ discuss that all people and creation are important. ○ consider that Jesus teaches people to show love through actions. ○ learn that anointing with Chrism is an important element in the Rite of Baptism. ○ learn that Baptised people live their lives justly and show everyone the same love and goodness. ○ explore that the Eucharist calls people to action.
5.8 Advent Christmas	Students will ... ○ consider people learn from and remember stories. ○ explore that Christians listen to stories of God's promise to send a Saviour during Advent. ○ learn many names for Jesus from the Bible. ○ learn Advent is a time of preparing for Christmas. ○ explore the idea that Advent Calendars focus on preparing for Christmas.

Western Australian Curriculum

Subject	Key Component
English	Speaking & Listening Students will ... ○ be given opportunities to share their opinions with others in small group discussions. ○ be given the opportunity to gain meaning and recall specific information after listening to a variety of spoken and audio texts. ○ build their public speaking skills by presenting a speech applying for one of the 2026 Leadership Teams.
	Reading & Comprehension Students will ... ○ read and view a range of informational texts on our integrated curriculum topics. ○ use their comprehension strategies to expand their content knowledge and link ideas gained from informational texts. ○ take notes and show their understanding by creating information webs, flow charts, diagrams with labels and infographics.
	Writing & Creating Students will ... ○ be given further experience to plan and write descriptive, informative and persuasive texts. ○ write and edit a speech applying for one of the 2026 Leadership Teams.
Mathematics	Number & Algebra ORDER OF OPERATIONS Students will....

	○ find unknown quantities in number sentences involving addition, subtraction, multiplication and division. ○ identify and solve equivalent number sentences. NUMBER PATTERNS ○ examine and solve problems by recognising number patterns. Measurement & Geometry USING UNITS OF MEASUREMENT Students will... ○ choose appropriate units of measurement for volume, capacity and mass. ○ compare 12- and 24-hour time systems and convert between them. Statistics & Probability LOCATION AND TRANSFORMATION Students will.... ○ apply the enlargement transformation to two dimensional shapes. ○ describe translations, reflections and rotations of two-dimensional shapes. ○ identify line and rotational symmetries.
Humanities & Social Sciences	History THE SWAN RIVER COLONY Students will ... ○ know the events, dates and patterns of colonial development of the 1890's. ○ discover the stories of significant people and events surrounding the Perth. ○ know the impact of scarce water resources in WA. ○ understand the significance of CYO'Connor's ideas for infrastructural design in Swan River Colony. ○ know the events surrounding the construction of the Goldfields Pipeline and their significance. ○ understand the importance country/place of Aboriginal and Torres Strait Islander people. ○ know the main events that affected the lives of Nyoongar people. ○ know the stories of significant Nyoongar people in the 1890s.
Digital Technologies	Students will ... ○ assist in processing and working with the information and ideas gathered about the topic, challenge and extend using digital technologies. ○ demonstrate their ability to use digital technology to code robots. ○ use digital technology to collect, store and clearly present different types of data for a specific purpose.
Health	WA Curriculum Health Descriptors ○ Situations in which emotions can influence decision-making; in peer groups, with friends, with family and during sporting or physical activities. ○ Skills to establish and manage positive relationships. Highway Heroes Module 4: Strategies for Managing Me - Mood, Management & Resilience Protective Behaviours

	Focus Area 2: Relationships ○ Topic 1: Rights and Responsibilities ○ Topic 2: Identity and Relationships ○ Topic 3: Power in Relationships ○ Topic 4: Trust and Networks
Art	Students will ... ○ continue to develop their understanding of the Visual Art elements and explore aspects of a historical artist and art style to develop original artwork. ○ focus on expressive colours, organic shapes and collage, and be introduced to historical French artist Henri Matisse and his cut-out artworks. ○ use his art style as inspiration to create their own collage artwork. ○ be guided by techniques and processes that enable them to create original artwork. ○ practise using Visual Art terminology to describe how Visual Art elements and techniques are used to communicate meaning and purpose in artworks.
Physical Education	Students will ... Movement Skills ○ use fundamental movement skills to demonstrate adjustment of force and speed to improve accuracy and control. ○ link fundamental movement skills to specific skills used in organised games, sports and activities. Understanding Movement ○ understand the benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing. Interpersonal Skills ○ learn the responsibilities of different roles in a range of physical activities. ○ display ethical behaviour in applying rules in all game situations.
Science	Chemical Sciences EXPLORING SOLIDS, LIQUIDS AND GASES Students will ... ○ explore how materials can exist in different states, solid, liquid and gas, and how heating and cooling causes changes between these states. ○ develop their scientific understanding of matter, while also practising key inquiry skills such as predicting, observing, recording data, and explaining results. ○ investigate how air and gases take up space and have mass, how temperature changes can cause matter to change state, and that substances can behave in unique ways under different conditions. ○ learn how scientific investigations require fair testing, accurate observation, and clear communication.
Auslan	Students will ... ○ engage in a hands-on Auslan project focused on creating visual resources to support communication within the school community.

	○ build vocabulary and signing skills through warm-up activities like Auslan Boggle and discussions about the purpose and audience of Auslan resources. ○ design and produce posters that visually represent signs, learning to problem-solve how to depict movement in a static format and ensuring inclusive participation. ○ create individual Auslan videos based on their posters, exploring the differences between static and dynamic representations of sign language. ○ develop their understanding of formal signs and non-manual features (NMF) to describe people, practicing these skills through interactive games. ○ deepen their empathy and understanding of the Deaf community's communication challenges. ○ explore Auslan's unique grammar through picture storybooks and videos, practising simple sentence structures relevant to themselves. ○ practice an Auslan Christmas Carol to support vocabulary retention and fluency, culminating in a performance at the school's Carols Night. ○ enhance their Auslan proficiency, cultural awareness, and collaborative skills through engaging, meaningful learning experiences.
Music	Students will ... ○ focus on listening and responding to music. ○ they learn to recognise the structure of contemporary pop songs and the features of each section of a pop song. ○ continue to develop music literacy skills through body percussion activities. ○ discover specific elements of music used to create mood and meaning in the music they listen to and make. ○ identify and describe some stylistic and musical characteristics, using some appropriate musical terminology. ○ improvise, select and organise some elements of music to represent a music idea.

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