



Warrigal Road State School Curriculum Overview for Year 5, Term 1 2026

ENGLISH:

Students will focus on:

Speaking and Listening:

Students will plan and present an episode (1–3 minutes) on a literary text of their choice.

Using:

- literary devices, text structures and language features
- point of view
- historical, social or cultural contexts
- the effects of imagery or sound devices
- relevant information about the author
- Use an appropriate structure to organise ideas for your podcast.
- Use language features to enhance audience engagement and understanding, including:
 - a range of sentence types including complex sentences to express your ideas
 - specialist and technical vocabulary
 - supporting details using topic-specific vocabulary
 - an appropriate level of formality.
- appropriate interaction skills to paraphrase and clarify meaning
- actively listen to your partner's podcast and share useful feedback.

When recording or presenting podcast:

- speak in full, grammatically correct sentences
- use tone, pitch, pace and volume to:
- state your ideas effectively
- emphasise key points
- engage the audience

ASSESSMENT:

Speaking and Listening

Students will plan and present a podcast episode for a future Year 5 student, to share ideas and opinions about a literary text explored in their current unit of work.

	<p>Reading and Viewing (Monitoring): When reading, students explain how characteristic text structures support the purpose of the texts and how language features including literary devices and visual features contribute to the effect and meaning of a text.</p> <p>Writing and Designing (Monitoring): When writing, understands the structure of a complex sentence includes a main clause and at least one dependent clause and makes connections between ideas to provide a reason.</p>	
<p>MATHEMATICS:</p>	<p>During Term 1, students will continue to build strong number sense, spatial awareness and data skills. Lessons will focus on developing confidence, accuracy and the ability to explain mathematical thinking using clear reasoning and appropriate language.</p> <p>Students will focus on: Number and Fractions Students will:</p> <ul style="list-style-type: none"> • order and represent fractions with the same or related denominators • compare, order and represent decimals, including numbers greater than one • place fractions and decimals accurately on number lines • strengthen understanding of place value through hands-on materials and digital tools • apply efficient strategies to recall and use multiplication facts and related division facts <p>Space and Geometry Students will:</p> <ul style="list-style-type: none"> • use grid coordinates to locate and move positions on maps and grids • describe position and movement using directional language • perform and describe transformations, including translations, reflections and rotations • identify lines of symmetry and recognise what changes and what stays the same when shapes are transformed <p>Statistics and Data Students will:</p> <ul style="list-style-type: none"> • plan and conduct statistical investigations based on questions relevant to their world • collect and organise data using tables and digital tools • identify the mode and describe the shape of data distributions • interpret and compare data presented in line graphs • explain findings and draw conclusions using mathematical language 	<p>ASSESSMENT: Student observations Student work samples Post Tests</p> <p>Students will complete assessment tasks that involve:</p> <ol style="list-style-type: none"> 1) using grid coordinates and transformations to solve spatial problems. 2) planning, conducting and interpreting a statistical investigation.

	Throughout the term, students will be encouraged to explain their thinking, justify their answers and make connections between different areas of mathematics. Learning will be supported through a combination of hands-on materials, visual representations and digital technologies.	
HEALTH AND PHYSICAL EDUCATION (Specialist Teacher)	<p>All Codes Football - Students will perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations. Students propose and combine movement concepts (space, effort, time and relationships) and offensive and defensive strategies to achieve outcomes in 'All Codes' Football.</p> <p>Let's all be active This semester students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p>	<p>ASSESSMENT:</p> <p>Observations Anecdotal Records Checklists</p> <p>Assignment/Project</p>
MUSIC (Specialist Teacher)	Students will perform and write rhythms through singing and playing ostinatos with known repertoire. They will sing using words and solfa in tune, recognise major 2nds, minor 3rds, major 3rds, and perfect octaves, and identify ascending and descending patterns within melodies. Students will continue to practise writing in the treble clef, naming notes on lines and spaces and adding stems to notes. They will also listen to a variety of cultural repertoire and identify the various families of instruments.	<p>ASSESSMENT:</p> <p>In Class Performance</p> <p>Class Participation</p> <p>Workbook Tasks</p>
LOTE (Specialist Teacher)	<p>What is in a name? In this unit, students explore naming traditions in Chinese-speaking cultures and compare with their own experiences. Students use language to communicate ideas relating to names and personal identity in a culturally appropriate manner.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about personal identity. listen to people talk about personal and family names. identify meaning in names. analyse and reflect on naming conventions and cultural traditions. 	<p>ASSESSMENT:</p> <p>Speaking Writing (Pinyin focus) Listening Reflecting</p>