

Year 5 Term 1 Curriculum Overview

General

Organisation (setting goals, using diaries)

Group work skills

Leadership skills (Leading into Silver Certificate)

| | English | | Mathematics | | |
|----------------------|--------------------------|----------------------------|----------------------------------|---------------------------------------|--|
| Persuasive texts | Language | Spelling | Number and algebra | Measurement and geometry | |
| Structure | features/devices | Phonemic approach sound | Factors and multiples | Choosing units of measurement | |
| Paragraphing | Figurative language | waves units 1-10 | Factor trees | Capacity, volume and mass | |
| | Characterisation | Plurals adding -s and -es | Round to 100 and 1000 | Perimeter of rectangles | |
| Language | Dialogue | Doubling final consonant | Estimation strategies | Area of rectangles | |
| features/devices | Grammar | Prefixes | Place value beyond millions | Dot plots | |
| Rhetorical questions | Complex/ compound | Suffixes | Multiplication 4-digit x 1-digit | Column graphs | |
| Groups of 3 | sentences | Root words- e.g. Bio, mono | Multiplication 3-digit x 2-digit | Problem solving strategies | |
| Emotive language | Punctuation of sentences | Contractions | Division 3-digit ÷ 1-digit | Make a table or chart | |
| Facts/statistics | Parts of speech | Stressed and unstressed | Division with zeros | Draw a picture or diagram | |
| | | syllables | Division with remainders | Act out the problem | |
| Visual literacy | Reading strategies | | Equivalent fractions | Find a pattern or use a rule | |
| Symbolism | Main idea | | Add and regroup fractions | Check relevant/irrelevant information | |
| | Sequencing | | Add and subtract fractions | Organised list | |
| Narrative | Making connections | | Decimal addition to tenths | Solve a simpler problem | |
| Structure | Inferring | | Decimal subtraction to tenths | | |
| Setting the scene | Predicting | | | Mental computation strategies | |
| Plot | | | | Factors/multiples | |
| Resolution | | | | | |
| | | | | | |

| Health and Physical Education | | HASS Humanities | Science | Italian | Technologies | | The Arts | |
|---|--|---|--|--|-----------------------------------|--|--|--------------------------------|
| Health | Physical | and Social Sciences | Science | Italiali | Design | Digital | Music | Visual Art |
| Setting the Scene Activities Bounceback PERMA Protective Behaviours | Cooperation games Skills for evaluating personal performance Tennis Modcrosse | History Reasons for the establishment of British colonies in Australia after 1800, focus on the Swan River Colony and its impact on Noongar groups Inquiry skills Ouestioning and | Chemical Science Matter Liquids, Solids and Gases Inquiry Skills Questioning Predicting Planning Conducting | Express information about where you live, places in the area, your house, a dream house or futuristic house Compare Italian and Australian housing Explore famous landmarks in Italy | Not taught until Semester 2 | Coding, robotics, Electronics, citizen science, 3D visualisation software and printing, cyber safety, BEBRAS Competition, Joy of Wood, | Elements of music (rhythm, tempo, pitch, dynamics, form, timbre and texture) Composition & recording of musical ideas (Improvisation and organisation of the musical elements to create a simple composition) Performance skills & | Not taught until Semester 2 |
| | | researching Analysing | | Tanama no mi reary | | NAO Robot | audience behaviour Responses to music | |