

## Year 5, Semester 1 Overview 2025

Learning area	Unit Summary	
<b>English</b>	<p><b>Analysing and Creating Narrative Texts - Blueback</b></p> <p>Students create an imaginative story that drawing on the novel Blueback on the range of texts read from wide-ranging Australian authors including texts from and about Asia to share with their peers.</p> <p>Throughout the unit, students engage with a range of short stories, graphic novels and short films that explore a shift in time and a range of characters. They explain how ideas are developed including through characters and settings or events.</p> <p>Students draw on their knowledge of Blueback to create their own narrative story that develops and expands on ideas, is organised into paragraphs, and ideas and consistent tense and complex sentences.</p>	<p><b>Analysing and creating persuasive texts – Our Call to Action</b></p> <p>Students as authors create a multimedia presentation that explores themes of interpersonal relationships and an ethical dilemma in a real-world setting.</p> <p>Throughout the unit, students engage (read and listen) with texts, these include; film, digital texts and novels that explore environmental issues. They explain how language features, including literary devices and visual features, contribute to the effect and meaning of a text.</p> <p>Students draw on their knowledge of an environmental issue to create a TED Talk that informs and persuades a familiar audience. Language features may include unfamiliar technical vocabulary, figurative language and images and graphics.</p> <p>Students will present TED Talk to the class.</p>
<b>Mathematics</b>	<p><b>Students further develop proficiency with positive dispositions towards mathematics and its use as they:</b></p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>interpret, compare and order numbers with more than 2 decimal places</li> <li>compare and order fractions with the same and related denominators including mixed numerals, applying knowledge of factors and multiples; represent these fractions on a number line</li> <li>solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies.</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>estimate, construct and measure angles in degrees, using appropriate tools including a protractor, and relate these measures to angle names</li> </ul>	<p><b>Students further develop proficiency with positive dispositions towards mathematics and its use as they:</b></p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>recognise that 100% represents the complete whole and use percentages to describe, represent and compare relative size; connect familiar percentages to their decimal and fraction equivalents</li> <li>solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient calculation strategies and using digital tools where appropriate; check the reasonableness of answers</li> <li>recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts</li> <li>check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to the context</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools.</li> <li>identify the mode and interpret the shape of distributions of data in context. interpret and compare data represented in line graphs.</li> </ul>
<b>Science</b>	<p><b>Physical Science – Enlighten Me!</b></p> <p>Students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height.</p>	<p><b>Chemical Science- It's a matter of state</b></p> <p>Students will plan, conduct and evaluate investigations about matter and describe and apply knowledge of the physical properties of solids, liquids and gases. They will communicate ideas and findings using multimodal texts. Students will classify substances according to their observable properties and behaviours.</p> <p><b>Biological Science - Surviving in tough times</b></p> <p>Students will research and analyse the structural and behavioural adaptations that assist animals to survive in their environment. They will communicate their ideas, explanations and processes using scientific representations.</p>
<b>HASS</b>	<p><i>This learning area will be taught, assessed and reported on in Semester 2</i></p>	
<b>HPE</b>	<p><b>Physical Education:</b></p> <p>Student will practise and refine fundamental movement skills in a variety of movement sequences and situations and apply movement concepts and strategies for athletics.</p> <hr/> <p><b>Health:</b></p> <p>Students will engage in a range of tasks related to health and safety, growth mindset, wellbeing, and growing and changing</p>	
<b>Technologies</b>	<p><b>Digital Technology</b></p> <p>Students will use their knowledge of block coding to create their own game using the App Tynker. They will follow the design thinking process to create their game.</p>	
<b>The Arts</b>	<p><b>Media Arts- Making a Silent Movie</b></p> <p>Students will explore how movie techniques communicate information, ideas and can be used to shape the point of view of the audience.</p> <hr/> <p><b>Music:</b></p> <p>Students will develop technical and expressive skills in singing and playing instruments, using elements of music including rhythm, pitch, dynamics and form. They will read music notes on the staff and apply their music knowledge to playing instruments such as the recorder, glockenspiel and ukulele. Students used iPads to practise and record their performance of songs.</p>	
<b>Chinese</b>	<p>Students build on their understanding the Chinese language (pinyin, characters, numbers, greetings, courtesy phrases, songs, cultural comparing and festivals). They will develop their skills in speaking, writing, reading and listening using Chinese language. They will explore initiating interactions and participating in short conversations to convey factual information.</p>	