



# Year Five Term One Overview 2025

## Religious Education

<b>5.1 Church</b>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>○ explore how communities have rules and leaders that care for all members.</li> <li>○ learn how Jesus began the Church community and the reasons why it is important to gather in this community.</li> <li>○ explain how Jesus chose the Apostles as the leaders of the Church.</li> <li>○ examine the rules the Church has in place which guide people to a strong relationship with God.</li> </ul>
<b>5.2 Lent Easter</b>	<p>Students will ...</p> <ul style="list-style-type: none"> <li>○ explore choices and the impact a choice makes on peoples' lives.</li> <li>○ consider the different types of consequences that can come from making a decision.</li> <li>○ be reminded of the importance of always choosing to follow and celebrate Jesus, especially during Lent and Easter.</li> <li>○ see how to make choices that follow Jesus' example and reflect God's love.</li> </ul>

## Western Australian Curriculum

Subject	Key Component
<b>English</b>	<p><b>Speaking &amp; Listening</b></p> <p>Students will ...</p> <ul style="list-style-type: none"> <li>○ discuss and collaborate on topics and current issues.</li> <li>○ express thoughts and opinions.</li> <li>○ listen and respond to audio texts.</li> </ul>
	<p><b>Reading &amp; Comprehension</b></p> <p>Students will ...</p> <ul style="list-style-type: none"> <li>○ practise the comprehension skills of retelling, visualisation and connecting to prior knowledge.</li> <li>○ read levelled texts, short stories and informational texts.</li> </ul>
	<p><b>Writing &amp; Creating</b></p> <p>Students will ...</p> <ul style="list-style-type: none"> <li>○ compose persuasive texts to convince others of a point of view.</li> <li>○ plan and create narratives and descriptive pieces keeping audience and purpose in mind.</li> </ul>
<b>Mathematics</b>	<p><b>Number &amp; Algebra</b></p> <p>FACTORS, PRIMES, COMPOSITES</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>○ become familiar with a range of mental mathematics strategies.</li> <li>○ use common factors of numbers to 24 and beyond.</li> <li>○ explore common multiples to 100.</li> <li>○ represent prime and composite numbers to 20 and beyond.</li> </ul> <p>EXTENDING THE PLACE VALUE SYSTEM</p> <p>Students will...</p> <ul style="list-style-type: none"> <li>○ explore numbers to one million.</li> <li>○ use expanded notation.</li> <li>○ represent place value of any digit.</li> <li>○ explore place value to hundredths and thousandths.</li> </ul>

	<p><b>Measurement &amp; Geometry</b>  USING UNITS OF MEASUREMENT  Students will...</p> <ul style="list-style-type: none"> <li>○ measure and record length in cm, mm, km then metres.</li> <li>○ calculate perimeter and area.</li> </ul> <p><b>Statistics &amp; Probability</b>  REPRESENTING AND INTERPRETING DATA  Students will...</p> <ul style="list-style-type: none"> <li>○ construct column graphs, line graphs and tables.</li> <li>○ interpret, explain, and hypothesise.</li> <li>○ use paper or digital technologies.</li> </ul>
<p><b>Humanities &amp; Social Sciences</b></p>	<p><b>Civics and Citizenship</b>  Students will...</p> <ul style="list-style-type: none"> <li>○ learn key values of Australia's democracy - freedom, equality, fairness, and justice.</li> <li>○ consider the roles and responsibilities of electors and representatives and the electoral process.</li> <li>○ gain first-hand experience of the electoral process.</li> </ul>
<p><b>Design Technologies</b></p>	<p><b>Engineering Principles</b>  Students will ...</p> <ul style="list-style-type: none"> <li>○ identify how various forces create movement.</li> <li>○ work in groups to design a construction.</li> <li>○ identify materials that alter the force of impact.</li> </ul>
<p><b>Health</b></p>	<p><b>WA Curriculum Health Descriptors</b></p> <ul style="list-style-type: none"> <li>○ preventive health measures that promote and maintain an individual's health, safety and wellbeing.</li> <li>○ ways that individuals and groups adapt to different contexts and situations.</li> </ul> <p><b>Highway Heroes</b>  Module 2: Connecting 4 Friendships - Playground Resilience &amp; Wisdom.</p> <p><b>Protective Behaviours</b>  Focus Area 1: The Right To Be Safe</p> <ul style="list-style-type: none"> <li>○ Topic 1: Being safe</li> <li>○ Topic 2: Warning signs</li> <li>○ Topic 3: Risk-taking and emergencies</li> </ul>
<p><b>Art</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>○ experiment with colour value, which is any colour made lighter or darker.</li> <li>○ experiment contrasting with colour and explore warm on cool, opaque on transparent, dark on light, bright on dull.</li> <li>○ experiment with colour to express the imagination and feelings by distortion and exaggeration.</li> <li>○ recognise that varying lines as light and dark can bring life to a drawing.</li> <li>○ recognise lines can be used for contour drawings, combined for special effects of shading and cross hatching, and can be represented and combined to make implied textures such as scales, spikes and fur, arranged to make a point of emphasis to which the eye is drawn.</li> <li>○ explore artwork from various artists and identify and describe using visual art elements.</li> <li>○ share personal responses and feelings about artwork they view and make.</li> <li>○ development of artistic skills through experimentation with colour and colour value and line.</li> </ul>

	<ul style="list-style-type: none"> <li>○ explore famous artists and their style of artwork and create artwork inspired by these styles.</li> </ul>
<b>Physical Education</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>○ Display fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control.</li> <li>○ apply striking and throwing skills to propel an object and keep it in motion - using a bat in cricket and net in modcrosse.</li> <li>○ Link fundamental movement skills to specific skills in organised games and sports, such as two-handed striking to batting in cricket and throwing a ball to the most advantageous fielder in modcrosse.</li> </ul>
<b>Science</b>	<p><b>Investigating Light and Its Behaviour</b></p> <p>Students will :</p> <ul style="list-style-type: none"> <li>○ explore the fascinating properties of light—how it moves, how it interacts with different materials and how it forms shadows.</li> <li>○ through practical investigations and experiments, develop a deeper understanding of the ways light can be absorbed, reflected, refracted and used to create shadows.</li> </ul> <p>Key learning will include:</p> <ul style="list-style-type: none"> <li>○ Light Paths and Ray Diagrams</li> <li>○ Shadows and Light Sources</li> <li>○ Classifying Materials</li> <li>○ Colour and Light</li> <li>○ Reflection of Light</li> <li>○ Refraction of Light</li> </ul>
<b>Auslan</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>○ be introduced to the visual language of Auslan, developing an understanding of how it is used to communicate.</li> <li>○ learn the Auslan alphabet through fingerspelling and use basic signs for greetings in everyday interactions.</li> <li>○ be introduced to key aspects of Deaf culture, helping them appreciate the significance of Auslan within the Deaf community.</li> </ul> <p>Learning will take place through teacher modelling, interactive games and engaging activities that provide opportunities to practise new signs in a supportive and collaborative environment. Through structured and enjoyable lessons, students will reinforce their learning, build confidence in using Auslan and develop a deeper appreciation for visual communication.</p>
<b>Music</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>○ improvise with and organise then elements of music to create simple compositions.</li> <li>○ communicate and record music ideas using graphic and standard notation, dynamics, terminology and relevant technology.</li> <li>○ develop and consolidate aural and theory skills, including tempo (changing tempos), pitch (tonality: pentatonic and major), dynamics (symbols: mezzo piano [<i>mp</i>], mezzo forte [<i>mf</i>] and form [<i>rondo</i>]).</li> </ul>

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