



## YEAR 5 SEMESTER 1 CURRICULUM OVERVIEW

This overview supports the understanding of our Learning Summaries by providing a clear explanation of the semester's curriculum coverage.

### Unit of Inquiry

#### Sharing the planet

In the Unit of Inquiry, Sharing the planet, learners explored how peace and conflict exist within and between communities. They investigated the causes of conflict, our responsibilities to maintain peace, and strategies for conflict resolution. Through research, role play, and collaborative learning experiences, learners developed empathy, communication, and social skills. They reflected on their responsibilities within communities and considered how their choices and actions can help to create more respectful, inclusive, and peaceful environments both in school and beyond.

#### How we organise ourselves

In the Unit of Inquiry, How we organise ourselves, learners explored how governance systems influence the lives of people. They investigated how different political systems function, the impact of government decisions, and the rights and responsibilities of citizenship. Through a range of collaborative and inquiry-based activities, learners developed their critical thinking, research, and communication skills. They reflected on how individuals and communities can participate in systems, take informed action, and promote fairness, justice, and positive change in society.

### Language Arts

This semester, learners developed their skills in reading, writing, speaking, and listening through a wide range of texts and purposeful activities. In reading, they sustained meaning across longer texts, identified key themes, and explored cause-and-effect relationships, building fluency and comprehension. In writing, learners crafted fractured fairy tales, persuasive brochures, reflective texts, and news reports, applying planning strategies, grammar, and varied sentence structures to organise ideas clearly. They refined their work using daily challenges and feedback from the Writer's Toolbox program. Speaking and listening were strengthened through discussions, debates, and presentations where learners asked clarifying questions, explained viewpoints, and adapted their delivery to suit different audiences. Viewing and presenting tasks encouraged learners to analyse body language and consider how media influences perspectives, helping them to become confident and thoughtful communicators.

### Mathematics

This semester, learners deepened their understanding across number and strand mathematics through inquiry-based activities and real-life contexts. In number, they developed fluency with addition and subtraction using whole numbers and decimals, applied rounding and estimation strategies, and investigated factors, multiples, and prime numbers. They practised written multiplication methods and applied mental strategies such as rounding, doubling, and compensating. In measurement and data handling, they calculated perimeter and area, applying their knowledge of multiplication and addition to solve real world problems. They also inquired into how information from graphs can be used to analyse data in meaningful contexts. Throughout, learners were encouraged to explain their reasoning, share strategies, and collaborate with others, developing confidence as risk-takers and communicators in mathematics.

## Languages

Please refer to the section applicable for your child

### English as an additional language

Tier 2 EAL learners developed their English through language linked to their Unit of Inquiry on conflict resolution. They explored vocabulary connected to emotions and problem-solving and practised using phrases to express feelings and resolve disagreements. Engaging discussions and creative tasks supported fluency, comprehension, and confidence in communication. Tier 3 learners received additional support to strengthen sentence structure and grammar, focusing on nouns, adjectives, and verbs through reading and writing activities. They also practiced forming simple sentences in past, present, and future tenses.

### French

This semester, learners expanded their French skills in speaking, listening, reading, and writing through engaging texts and activities. They practised introducing themselves, classroom objects, clothes, school subjects, adjectives, days, family, numbers to 50, and hobbies. In My Dream House, they described rooms, furniture, and surroundings using adjectives, prepositions, and sentence structures, creating drawings, models, and presentations. By semester's end, learners showed confidence, grammar skills, and creativity.

### Chinese

In Semester 1, Year 5 learners engaged with their local environment and personal schedules, building practical language skills. The semester began with the unit 'My Community'. Learners explored concepts like locations within a town, giving directions, and different modes of transportation. They practised describing their own communities and asking for directions in Chinese. The focus then shifted to 'Daily Routine'. Learners developed the skill of expressing the date and time, as well as discussing their daily schedules. They also learned to construct grammatically correct sentences and write key phrases related to the topic.

## Specialist Learning Areas

### Music

Learners expanded expression through djembe, jazz and electronic track-making. They mastered bass, tone, slap and interlocking parts; reflected on cultural context and ensemble responsibility; and explored swing feel and scatting in short jazz forms. In GarageBand, they layered drums, bass, harmony and hooks with purposeful structure. Portfolios showed confident group performance, thoughtful iteration and a personal creative voice within genre conventions.

### Visual Arts

In the first unit of Semester 1, learners explored personal identity through visual art, studying value, depth, and design principles. Using refined observation skills, they created watercolour pencil drawings of symbols reflecting their personal interests and identity. In the second unit, learners explored peace and conflict through art, studying Nepalese prayer flags. They designed personal flags using symbolic imagery, colour, and sewing techniques to express messages of peace and kindness.

### PHE

In PHE, Year 5 learners were tasked with increasingly complex challenges, testing cooperation, communication and critical thinking during the Adventure Challenge unit. During Health Related Fitness, learners gathered data on the components of fitness and used this to create a group fitness session.

### Aquatics

In Swimming, learners have been focusing on their front crawl technique, with an emphasis on developing bilateral breathing and increasing distance per stroke. They also developed their kicking and breathing techniques in breaststroke, while becoming familiar with the basic rules of competitions. Learners continue to self-reflect on their performance to identify areas for improvement. Currently, they are practising their competitive tumble turn technique, concentrating on a strong push-off from the wall and maintaining an effective streamline position. They have also been introduced to the fundamentals of aquathlon, developing the skills needed to transition smoothly between swimming and running. In addition, learners are beginning to develop basic open water swimming skills, including sighting buoys to stay on course.