



YEAR 5 SEMESTER 2 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

How the world works

In the Unit of Inquiry, How the world works, learners explored how scientific inquiry helps us to investigate changing states of matter. They investigated the properties of solids, liquids, and gases, and explored physical and chemical changes through hands-on experiments, observations, and scientific discussions. Learners applied the scientific method by asking questions, making predictions, testing ideas, and analysing results through collaborative investigations. Through this process, they developed their research, critical thinking, and communication skills, reflecting on how scientists use evidence to better understand the world around us.

How we express ourselves

In the Unit of Inquiry, How we express ourselves, learners explored how people can promote awareness through creative actions. They investigated the features of persuasion, analysed how language and media can influence opinions, and considered how creative expression can provoke critical thinking. Through debates, analysis of advertisements, persuasive writing, and action projects, learners developed their communication, research, and critical thinking skills. They reflected on how individuals can use their voice and creativity to share ideas, inspire action, and influence the perspectives of others in meaningful ways.

Language Arts

This semester, learners developed their skills in reading, writing, speaking, and listening through a range of purposeful texts and activities. In reading, they explored scientific nonfiction, persuasive texts, and media messages, identifying key information, analysing viewpoints, and interpreting diagrams and visual features. Through Literature Circles, they continued to discuss ideas and deepen comprehension across longer texts. In writing, learners developed scientific report writing, organising ideas clearly and using subject-specific vocabulary to explain methods, results, and conclusions. They then applied persuasive techniques to create arguments and brochures for a specific audience, using strong reasons, persuasive language, and thoughtful design choices. Later, learners explored science fiction narrative writing, using the Hero's Journey structure to plan and craft stories with engaging characters, settings, challenges, and resolutions. Writer's Toolbox supported learners in developing sentence variety, editing, and revision skills. Speaking, listening, and presenting were strengthened through debates, discussions, presentations, and opportunities to explain ideas clearly and confidently for different audiences.

Mathematics

This semester, learners developed their mathematical understanding through exploring number, geometry, and data in a range of practical and problem-solving contexts. They deepened their understanding of fractions and decimals by comparing, ordering, representing, and calculating with these numbers, while making connections to place value and solving increasingly complex problems. Learners also explored angles and the properties of 2D and 3D shapes, learning to classify, measure, draw, and apply geometric knowledge to solve mathematical challenges. Through data investigations, they collected, organised, represented, and interpreted information using tables, graphs, and charts, developing their ability to analyse patterns, compare results, and draw conclusions from data in meaningful contexts.

Languages

Please refer to the section applicable for your child

English as an additional language

Tier 2 EAL learners have been supported in developing English through language linked to their Units of Inquiry. Learners explored persuasive language and text structures, practising how to express opinions and justify ideas through discussions, debates, and “Would You Rather” writing activities. They also developed their understanding of the scientific method by explaining investigations and recording findings, while exploring space exploration through timelines and chronological sequencing. In Tier 3 EAL classes, learners extended their skills through persuasive and procedural writing tasks while continuing to develop their reading, phonics, and sentence construction skills.

French

This semester, learners expanded their French skills in speaking, listening, reading, and writing through engaging texts and activities. They explored French-speaking countries and cultures, describing countries using prepositional structures and simple descriptive language. Learners discovered *The Little Prince* and *The Little Red Hen*, and learned about animals and the zoo using adjectives and key grammar structures such as *avoir (to have)*, *être (to be)*, and verbs in -er. They used the past tense to describe a zoo visit and past experiences. In the Unit of Inquiry (UOI) *Where We Are in Place and Time*, learners explored the solar system, planets, and astronauts using French vocabulary and descriptive sentences. By semester’s end, learners showed growing confidence, grammatical understanding, and creativity.

Chinese

In Semester 2, Year 5 learners explored personal descriptions and housing. They started with a unit on appearances and personality traits, learning how to describe people they admire and presenting these descriptions to the class. They also practised reading short paragraphs to draw corresponding character profiles. Later, the focus shifted to houses and homes. Learners practised naming and labelling different rooms and introducing their own living spaces. As a final project, they designed their dream houses and wrote short paragraphs to explain their choices.

Specialist Learning Areas

Music

Learners developed their musical expression through djembe, jazz and electronic track-making. They refined djembe techniques including bass, tone, slap and interlocking rhythms, while exploring cultural context and the importance of ensemble collaboration. In jazz studies, they experimented with swing feel and basic scatting within short-form pieces. Using GarageBand, learners created layered tracks featuring drums, bass, harmony and melodic hooks with clear structure and purpose. Their portfolios demonstrated confident group performance, thoughtful refinement of ideas and an emerging personal creative style within different musical genres.

Visual Arts

In Semester 2, Year 5 learners explored landscape composition and developed their understanding of foreground, middleground, and background to create depth and perspective in their artworks. They learned how objects in the foreground appear larger and more detailed, while practising colour blending techniques to create smooth transitions and atmosphere within their paintings. Learners also explored clay through the creation of gourmet-inspired containers based on food items of their choice. They developed handbuilding skills by forming and shaping pinch pots, rolling slabs, and attaching pieces using the slip and score technique. Learners further experimented with carving tools to create texture and intricate details in their work. To complete their ceramic creations, they applied glaze to add colour and decorative patterns.

PHE

In PHE, Year 5 learners in Individual Pursuits improved their form to run faster, throw further, and jump higher and longer through track and field. They also demonstrated movements that conveyed a theme in dance by using choreographic devices to create and perform a sequence. Their final unit is a games unit, where they have collaborated and strategised through activities including rugby and badminton.

Aquatics

In Semester 2, learners have been refining their front crawl, backstroke, and breaststroke techniques, with an emphasis on improving stroke efficiency and endurance. They were also introduced to the butterfly kick, focusing on the undulating body and kicking action. Through peer teaching activities, learners developed their ability to observe, analyse, and provide constructive feedback to support each other's progress. Learners have also continued to build confidence in self-reflection by evaluating their own performance and identifying areas for improvement.