



Ironsides State School

Year 5 Curriculum overview 2026

LA	Term 1	Term 2	Term 3	Term 4
English V9	Appreciating and responding to literary texts Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings. Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose. Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. Students compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view. Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features. They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.	Completing a novel study Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters. Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view. Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.	Engaging with information reporters Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts. Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas. Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included. Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.	Persuading others Students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work. Students, read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning. Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience. Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace.
	<u>Achievement standards</u> <u>Speaking and listening</u> • interact with others, and listen to and create spoken and/or multimodal texts including literary texts • for particular purposes and audiences, share, develop and expand on ideas and opinions, using supporting details from topics or texts • use different text structures to organise, develop and link ideas • use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice	<u>Achievement standards</u> <u>Reading and viewing</u> • Read, view and comprehend texts created to inform, influence and/or engage audiences. • Explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. • Explain how characteristic text structures support the purpose of texts. • Explain how language features including literary devices, and visual features contribute to the effect and meaning of a text. <u>Writing and creating</u> • create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. • use paragraphs to organise, develop and link ideas. • use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. • Spell using phonic, morphemic and grammatical knowledge.	<u>Achievement standards</u> <u>Reading and viewing-Achievement standards</u> • read, view and comprehend texts, identifying literal and inferred meaning and how ideas are presented through characters and events • describe how similar topics and information are presented through the structure of narrative and informative texts and identify their language features and visual features. • use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. • use punctuation for phrasing and fluency. <u>Writing and creating-Achievement standards</u> • create written multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. • use text structures to organise and link ideas for a purpose. • punctuate simple and compound sentences. • use topic-specific vocabulary. • write words using consistently legible unjoined letters. • spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.	<u>Achievement standards</u> <u>Speaking and listening</u> • interact with others, and listen to and create spoken texts • share ideas and topic knowledge when they express an opinion, including details from learnt topics, topics of interest or texts. • organise and link ideas and use language features including topic-specific vocabulary and features of voice.
Mathematics	Number, Space, Statistics Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals • use materials, diagrams or arrays to become efficient with multiplication facts • locate and move positions within a grid coordinate system to pinpoint specific locations • recognise what stays the same and what changes when shapes undergo transformations • use physical materials and dynamic geometric software to perform transformations • plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.	Number, Algebra and Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to experiment with factors and multiples • use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division • build fluency and understanding of multiplication facts. • develop efficient strategies to multiply and divide • use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached • use estimation strategies to check the reasonableness of calculations when solving problems • apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems.	Number, Space, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use common percentages to make proportional comparisons of quantities in everyday contexts • apply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators • use mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions • apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects • solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units • decide on the appropriate unit when measuring length, mass and capacity of objects • use appropriate instruments such as protractors and digital tools to construct and measure angles in degrees.	Number, Algebra, Probability Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use place value to order decimals • use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns • use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers and divide by single digit numbers • find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays • develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.
	<u>Achievement standards</u> <u>Space</u> • use grid coordinates to locate and move positions.	<u>Achievement standards</u> <u>Number</u> • express natural numbers as products of factors and identify multiples. • check the reasonableness of their calculations using estimation. • use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation.	<u>Achievement standards</u> <u>Number</u> • order and represent, add and subtract fractions with the same or related denominators.	<u>Achievement standards</u> <u>Number and algebra</u> • use place value to write and order decimals including decimals greater than one. • use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers. • apply properties of numbers and operations to find unknown values in numerical equations involving multiplication and division.

	- perform and describe the results of transformations and identify any symmetries. Statistics - plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools. - identify the mode and interpret the shape of distributions of data in context. - interpret and compare data represented in line graphs.		- represent common percentages and connect them to their fraction and decimal equivalents. - use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation. Measurement and space - connect objects to their two-dimensional nets. - choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area. - estimate, construct and measure angles in degrees.	- create and use algorithms to identify and explain patterns in the factors and multiples of numbers. Achievement standards- Probability - conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes.
Science V8.4	Our place in the solar system Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and a report for popular media.	Now you see it Students investigate the properties of light and the formation of shadows. They 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. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams.	Survival in the environment Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.	Matter matters Students broaden their classification of matter to include gases and begin to see how matter structures the world around them to understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and suggest methods to improve fairness and accuracy.
HASS V8.4	Needs and wants Students recognises that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They investigate types of resources, including natural, human and capital, and how they satisfy needs and wants. Students resent their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.	Why do people move here? Questions to guide the inquiry: How do people and environments influence one another? How do people influence the human characteristics of places? Students focus on the relationship between humans and their environment. Students' geographical knowledge of Australia and the world is expanded as they explore the continents of Asia, Europe and North America. They also investigate how environments influence the characteristics of places where humans live and human activity in those places.	How and why did the lives of the people living in Australia in the 1800s change or stay the same? Students investigate how and why the lives of the people living in Australia in the 1800s changed or stayed the same. They investigate the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment. They make connections about the economic, political and social causes of the establishment of British colonies in Australia after 1800. They explain the role that a significant individual or group, including First Nations Australians and those who migrated to Australia, had in the development of events in an Australian colony.	Who has the power? Students investigate Australia's key values, how these values are connected to the rights and responsibilities of citizens, how they are connected to and support Australia's democratic systems and processes, e.g., through laws, electoral processes and government systems.
Technologies V8.4	Digital technology Educate me if your game! Students investigate how games are purposefully designed to teach or solve real needs in a school setting. Using a design thinking and game design process, they analyse game audiences to better understand what users see, feel and experience, and how this shapes effective design choices. Students then define a problem using data and functional requirements, plan their solution using text and diagrams, and develop algorithms that include complex branching, iteration and variables. They implement their design as a visual program, create and test a prototype through user testing, and refine their game based on feedback. Students share their final product and evaluate how well it meets user needs.			Design and technologies Entertain me if you can Scenario: People often spend too much time on their devices these days. Students explain how the properties of materials used in the design and construction of a non-digital device suit the purpose. They identify and define the problem to be solved/a need to be met and describe competing factors in the design of a non-digital device. They generate design ideas for the design and construction of a non-digital device and communicate their design ideas using graphical representations and technical terms. They suggest criteria for success and use these to evaluate their ideas and designed solutions. Digital Technology (Teaching and learning only) How does the digital world work? (Introduced in Year 5, revised & assessed in Year 6) Students investigate and explain how digital systems represent all data using numbers. They explore how data can be represented by off and on states (zeros and ones in binary) They represent data using whole numbers, recognising this is how digital present data.
The Arts	Drama Students explore the theatrical style of melodrama through devising, performing, and responding to drama. They will work collaboratively to create stereotypical characters, and shape their performances using the elements of drama, including voice, movement, and dramatic action. Through improvisation, play-building, and scripted performances, students will refine their ability to express exaggerated emotions and engage audiences through dynamic storytelling. They will explore how drama communicates meaning, including influences from different cultures, times, and places to inform their own creative work. Media arts Students analyse selected scenes from the film <i>Matilda</i> (1996) to explain how heroes and villains are portrayed through shot size, camera angle, camera movement, lighting, setting and sound. They explore how these technical and symbolic choices communicate status/power, position a target audience, and reinforce or challenge hero/villain stereotypes. Students then create their own fantasy	Dance Students engage with dance as a form of cultural expression and communication. Through this process, they will respond to how dances from different cultures and places convey meaning and communicate ideas. They will also explore how dance is used to continue and revitalize cultures. They choreograph a dance that communicates their own ideas and perspectives about their culture or a culture they identify with. Using the elements of dance such as space, time, and choreographic devices, they will create and manipulate dance movements to perform in informal settings using technical and expressive skills to refine their execution to effectively communicate their intended message.	Visual Arts Students engage with dance as a form of cultural expression and communication. Through this process, they will respond to how dances from different cultures and places convey meaning and communicate ideas. They will also explore how dance is used to continue and revitalize cultures. They choreograph a dance that communicates their own ideas and perspectives about their culture or a culture they identify with. Using the elements of dance such as space, time, and choreographic devices, they will create and manipulate dance movements to perform in informal settings using technical and expressive skills to refine their execution to effectively communicate their intended message.	

	hero/villain character and produce a photo sequence that communicates a clear point of view. They use shot size, angle, lighting and setting to represent character, place and time, and to shape how their intended audience thinks and feels.			
	<u>Music</u> Students deepen their knowledge of why and how music is composed and/or performed across cultures, times and places. They cite stylistic features of the Baroque period and explore Italian orchestral and chamber music. Students identify and respond to music understanding the oral conventions of passing down music by Aboriginal and Torres Strait Islander peoples through traditional songs. They demonstrate learned performance techniques through an informal performance of a pentatonic melody learned in class, using time names, solfege and ostinato patterns. They collaborate to perform a learned song. Students demonstrate compositional skills on the stave, using the pentatonic scale where the tonic note is provided. Students refine their listening and aural skills and explore compound rhythms.	<u>Music</u> Students deepen their knowledge of why and how music is composed and/or performed across cultures, times and places. They cite stylistic features of the Baroque period and explore German solo instrument, chamber and orchestral music. Students identify and respond to music understanding the oral conventions of passing down music by First Nations peoples through traditional songs. Students demonstrate understanding of musical form through listening and responding, performing and composing, as well as exploring keys and key signatures.		
HPE	<u>Physical Education</u> Fundamental movement Students develop their fundamental movement skills and strategic thinking through the game of ball hockey. They engage in skill-based activities focusing on ball handling, passing, shooting, positional play, and team strategies. Students apply these skills in modified game settings, emphasising teamwork, communication, and sportsmanship. Through guided practice and game scenarios, students will refine and modify movement skills, apply movement concepts, and transfer strategies across different situations. They evaluate the effectiveness of their decisions and adapt their approach to improve overall movement outcomes.	<u>Physical Education</u> <u>Athletics</u> In high jump, students further develop J-shaped run-up, take off with the outside foot, and perform a controlled straight leg scissor kick to land safely. Throughout the unit, students will focus on coordination, effort, and body mechanics, enhancing their athletic abilities and overall physical fitness. Students will develop skills in discus throwing and high jumping. They will learn to grip and release the discus correctly, rotate their body, and achieve an optimal release angle for maximum distance.	<u>Physical Education</u> Cooperative games Students explore strategies to enhance health, fitness, and wellbeing through physical activity. They investigate the body’s response to different activity intensities and participate in various movement-based tasks. Students design and model warm-up and cool-down routines, understanding their role in preventing injuries. They create and modify a cooperative game, focusing on fair play, inclusion, and teamwork. Through reflection and discussion, students propose ways to increase physical activity participation in their daily lives.	<u>Physical Education</u> Swim and survive Students: • Swim freestyle with bi-lateral breathing • Swim backstroke with coordinated arms and legs • Swim survival backstroke with coordinated arms and legs • Swim basic breaststroke (developing to coordinated) • Begin to perform freestyle and backstroke tumble turns Students surface dive and recover object from deep end of the pool with goggles. They perform a continuous survival sequence whilst wearing long pant and a long sleeve shirt which includes deep water entry, 4 minutes of treading water followed by a feet first surface dive and short underwater swim, 6 minutes of survival strokes, changing every minute and removal of extra clothes in the deep end.
	<u>Health</u> Students explore diversity and societal roles, investigating how stereotypes shape perceptions and responsibilities. They analyse the impact of societal expectations on individual identities and propose strategies to promote respect, empathy, and inclusion. Through discussions and activities, students learn how respect and empathy positively influence relationships and explore ways to value diversity in their communities. They also examine how gender stereotypes influence the portrayal of societal roles and responsibilities. By developing a deeper understanding of themselves and others, students foster a culture of inclusivity and acceptance.		<u>Health</u> Students explore the health-related fitness components, such as cardiovascular endurance, muscular strength, flexibility, and body composition, and understand how they are utilized in different physical activities. They will learn to apply movement elements to design and perform a fitness activity, focusing on developing one specific health-related fitness component, fostering both creativity and physical fitness.	
Languages	<u>Japanese</u> Students explore how people introduce themselves across cultures, focusing on the structures and mannerisms used in Japanese self-introductions. They learn to understand and respond to high-frequency questions about themselves and practise listening to and comprehending others’ spoken self-introductions. Students apply this learning by creating and presenting a short oral self-introduction in Japanese.		<u>Japanese</u> Students explore pet ownership from a personal and cross-cultural perspective, comparing their own experiences with what they learn about pets in Japan. They build the Japanese language needed to talk about a pet (real or imaginary) and use it in meaningful conversations. Students develop understanding by comprehending, reflecting on and responding to multimodal texts, then apply their learning by introducing their pet and collaborating to practise and perform a short roleplay.	