© Ridgy Didge Resources

Yearly Overview – Year 5

	Term 1	Term 2	Term 3	Term 4
	Theme: Colonial Australia		Theme: Managing Australia	
HASS: History	Colonial Australia			
HASS: Geography				Managing Australia
HASS: Civics & Citizenship		Democracy in Australia		
HASS: Economics			Needs and Wants	
English: Language	Historical Recount	Persuasive	Information Report	**Text Type:** Narrative Poetry
English: Literacy				
English: Literature	**Focus Text:** *Meet Ned Kelly, The Legend of Moondyne Joe, To The Bridge, The Night They Stormed Eureka*	**Focus Text:** *The True Story of the Three Little Pigs, The Wild Robot*	**Focus Text:** *Bald Eagle Text, The Lion the Witch and the Wardrobe*	**Focus Text:** *Fire, Flood, Drought, Bindi*
The Arts: Visual Arts	Mosaics			Print Making
The Arts: Media		Persuade Me! – TV Ad		
The Arts: Drama				Fire and Flood
Maths: Number and Algebra	Decimals Products/Factors/Multiples	Fractions Percentages Algebra	Multiplication Mathematical Modelling	Division Algorithms Add & Subtract Fractions
Maths: Measurement and Geometry	Time	Shape Angles	Measurement Perimeter & Area	Location Translation
Maths: Statistics and Probability	Chance, Data			
Science	States of Matter	Light	Adaptations	Changing Landscapes
Design Technology		Paddock to Plate		
Digital Technology	Computer Networking		Programming Challenge	
Health	Healthy Habits		Puberty	

Additional Writing Unit Options: Book Report & Narrative

For other texts to explore, *visit the website: Picture books to support the Australian Curriculum: Year 5*

English Curriculum Scope and Sequence	Language	understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01	understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02	describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9E5LA03	understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text AC9E5LA04	understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect AC9E5LA05	understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA06	explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07	understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LA08	use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E5LA09	Literature	identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors AC9E5LE01	present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others AC9E5LE02	recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04	create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05
English Unit 1 (includes Writing Unit – Historical Recount)																
English Unit 2 (includes Writing Unit – Persuasive)																
English Unit 3 (includes Writing Unit – Information Report)																
English Unit 4 (includes Writing Unit – Narrative Poetry)																
Writing Units																
Historical Recount																
Persuasive																
Information Report																
Narrative Poetry																
Book Report																
Narrative																

English Curriculum Scope and Sequence	Literacy	describe the ways in which a text reflects the time and place in which it was created AC9E5LY01	use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02	explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03	navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06	plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07	use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations AC9E5LY08	build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word AC9E5LY10
English Unit 1 (includes Writing Unit – Historical Recount)											
English Unit 2 (includes Writing Unit – Persuasive)											
English Unit 3 (includes Writing Unit – Information Report)											
English Unit 4 (includes Writing Unit – Narrative Poetry)											
Writing Units											
Historical Recount											
Persuasive											
Information Report											
Narrative Poetry											
Book Report											
Narrative											

Term 4	Term 3	Term 2	Term 1	Maths Curriculum Scope & Sequence
				Number and Algebra
			Decimals	interpret, compare and order numbers with more than 2 decimal places, including numbers greater than one, using place value understanding; represent these on a number line AC9M5N01
			Factors/Multiples	express natural numbers as products of their factors, recognise multiples and determine if one number is divisible by another AC9M5N02
		Fractions		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 AC9M5N03
		Percentages		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 AC9M5N04
Add & Subtract Fractions				solve problems involving addition and subtraction of fractions with the same or related denominators, using different strategies AC9M5N05
	Multiplication			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 AC9M5N06
Division				solve problems involving division, choosing efficient strategies and using digital tools where appropriate; interpret any remainder according to the context and express results as a whole number, decimal or fraction AC9M5N07
	Mathematical Modelling			check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to the context AC9M5N08
				use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation AC9M5N09
Algorithms				create and use algorithms involving a sequence of steps and decisions and digital tools to experiment with factors, multiples and divisibility; identify, interpret and describe emerging patterns AC9M5N10
		Algebra		recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts AC9M5A01
				find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations AC9M5A02
				Measurement and Geometry
	Measurement			choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure AC9M5M01
	Perimeter & Area			solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units AC9M5M02
			Time	solcompare 12- and 24-hour time systems and solve practical problems involving the conversion between them AC9M5M03
		Angles		estimate, construct and measure angles in degrees, using appropriate tools including a protractor, and relate these measures to angle names AC9M5M04
		Shape		connect objects to their nets and build objects from their nets using spatial and geometric reasoning AC9M5SP01
Location				construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement AC9M5SP02
Translation				describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and what remains the same, and identify any symmetries AC9M5SP03
				Statistics and Probability
			Data	acquire, validate and represent data for nominal and ordinal categorical and discrete numerical variables to address a question of interest or purpose using software including spreadsheets; discuss and report on data distributions in terms of highest frequency (mode) and shape, in the context of the data AC9M5ST01
				interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made AC9M5ST02
				plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation AC9M5ST03
			Chance	list the possible outcomes of chance experiments involving equally likely outcomes and compare to those which are not equally likely AC9M5P01
				conduct repeated chance experiments including those with and without equally likely outcomes, observe and record the results ; use frequency to compare outcomes and estimate their likelihoods AC9M5P02

Term 4 - Changing Landscapes	Term 3 - Adaptations	Term 2 - Light	Term 1 - States of Matter	Science Curriculum Scope and Sequence
				Science Understanding
				Chemical Sciences
				explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles AC9S5U04
				Physical Sciences
				identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted AC9S5U03
				Biological Sciences
				examine how particular structural features and behaviours of living things enable their survival in specific habitats AC9S5U01
				Earth and Space Sciences
				describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth's surface AC9S5U02
				Science as a Human Endeavour
				examine why advances in science are often the result of collaboration or build on the work of others AC9S5H01
				investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S5H02
				Science Inquiry
				pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S5I01
				plan and conduct repeatable investigations to answer questions, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S5I02
				use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S5I03
				construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns AC9S4I04
				compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S5I05
				write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S5I06

Term 4 - Managing Australia	Term 3 - Needs and Wants	Term 2 - Democracy in Australia	Term 1 - Colonial Australia	HASS Curriculum Scope and Sequence
				Knowledge and Understanding
				History
				the economic, political and social causes of the establishment of British colonies in Australia after 1800 AC9HS5K01
				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 AC9HS5K02
				the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony AC9HS5K03
				Geography
				the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place AC9HS5K04
				the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences AC9HS5K05
				Civics and Citizenship
				the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives AC9HS5K06
				how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal AC9HS5K07
				Economics
				types of resources, including natural, human and capital, and how they satisfy needs and wants AC9HS5K08
				Skills
				develop questions to investigate people, events, developments, places and systems AC9HS5S01
				locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS5S02
				evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationshipsAC9HS5S03
				evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS5S04
				develop evidence-based conclusions AC9HS5S05
				propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS5S06
				present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS5S07

Term 4	Term 3 - Puberty	Term 2	Term 1 - Healthy Habits	Health Curriculum Scope and Sequence
				Personal, Social and Community Health
No need to teach Health this term		No need to teach Health this term		adapt and modify movement skills across a variety of situations AC9HP6M01
				investigate resources and strategies to manage changes and transitions, including changes associated with puberty AC9HP6P02
				investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes AC9HP6P03
				describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04
				describe and implement strategies to value diversity in their communities AC9HP6P05
				apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06
				describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully AC9HP6P07
				analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08
				investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09
				analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10

Term 4	Term 3	Term 2	Term 1	The Arts Curriculum Scope and Sequence
				Visual Arts
Print Making			Mosaics	explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts AC9AVA6E01
				explore ways that First Nations Australians use visual arts to continue and revitalise cultures AC9AVA6E02
				experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials AC9AVA6D01
				use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning AC9AVA6C01
				select and present documentation of visual arts practice, and display artworks in informal and/or formal settings AC9AVA6P01
				Media Arts
		Persuade Me! – TV Ad		explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts AC9AMA6E01
				explore ways First Nations Australians use media arts to continue and revitalise cultures AC9AMA6E02
				develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies AC9AMA6D01
				use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences AC9AMA6C01
				present media arts works in informal and/or formal settings using responsible media practice AC9AMA6P01
				Drama
Fire and Flood				explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contexts AC9ADR6E01
				explore the ways that First Nations Australians use drama to continue and revitalise cultures AC9ADR6E02
				explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama AC9ADR6D01
				develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms AC9ADR6C01
				rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings AC9ADR6P01

Term 4	Term 3 - Programming Challenge	Term 2 - Paddock to Plate	Term 1 - Computer Networking	Technology Curriculum Scope and Sequence
				Design Technology
No need to teach Technology this term				explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments AC9TDE6K01
				explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02
				explain how and why food and fibre are produced in managed environments AC9TDE6K03
				explain how the characteristics of foods influence selection and preparation for healthy eating AC9TDE6K04
				explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05
				investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions AC9TDE6P01
				generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02
				select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03
				negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04
				develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05
				Digital Technology
				investigate the main internal components of common digital systems and their function AC9TDI6K01
				examine how digital systems form networks to transmit data AC9TDI6K02
				explain how digital systems represent all data using numbers AC9TDI6K03
				explore how data can be represented by off and on states (zeros and ones in binary) AC9TDI6K04
				define problems with given or co-developed design criteria and by creating user stories AC9TDI6P01
				design algorithms involving multiple alternatives (branching) and iteration AC9TDI6P02
				design a user interface for a digital system AC9TDI6P03
				generate, modify, communicate and evaluate designs AC9TDI6P04
				implement algorithms as visual programs involving control structures, variables and input AC9TDI6P05
				evaluate existing and student solutions against the design criteria and user stories and their broader community impact AC9TDI6P06
				select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions AC9TDI6P07
				select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours AC9TDI6P08
				access multiple personal accounts using unique passphrases and explain the risks of password re-use AC9TDI6P09
				explain the creation and permanence of their digital footprint and consider privacy when collecting user data AC9TDI6P10