Junction Park State School Curriculum Term Overview – Year 5

Term 1, 2026

English

Persuading Others

Reading and Viewing

Students engage with a variety of texts that 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 examine point of view, positioning and influence in text, and how they affect interpretation and response from the audience.

Speaking and Listening and Writing

Students create spoken and written persuasive responses about facilities/services/activities the school community would benefit from. 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.

Science

Survival in the environment

Students pose and investigate questions about the relationship between structural features and behaviours and survival in specific habitats. They identify patterns in survival strategies and if similar survival strategies exist amongst organisms across different habitats.

Students engage with the research of scientists to examine how new discoveries have led to further discoveries and new understandings about the features and behaviours of organisms.

Students create displays, such as digital presentations, to share information about the structural features and/or behaviours of animals and plants surviving in particular habitat conditions. They explore real-world examples of biomimicry to propose how a survival feature of an organism could inspire a human design solution.

HASS

People and the environment (Part 1)

Students investigate the inquiry question:

How do people and environments influence one another?

- examine the characteristics of places in Asia and Australia and the location of their major countries in relation to Australia
- describe the relative location of places at a national scale
- identify and describe the human and environmental factors that influence the characteristics of places
- examine the interconnections between people and environments
- investigate the impact of human actions on the environmental characteristics of places in Asia and Australia
- organise data in a range of formats using appropriate conventions
- interpret data to identify simple patterns, trends, spatial distributions and infer relationships
- evaluate evidence about the characteristics of places to draw conclusions about preferred places to live
- present findings and conclusions using discipline-specific terms.

Mathematics

Number and Algebra

Teach and monitor:

- write and order decimals (hundredths)
- represent and order fractions
- Proficiency with multiplication
- use mathematical modelling to solve financial and other practical problems

Measurement and Space

- use grid coordinates to locate and move positions
- perform and describe the results of transformations and identify any symmetries

Statistics and Probability

- 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

Physical Education – Specialist

Mr Massey

Entries and exits: Safely enter and exit shallow water using methods suitable for the water location.
Buoyancy: Manoeuvre the body from one floating position to another.
Submergence: Submerge the body completely in waist-deep water, eyes open and recover an object.
Swimming for survival: Propel the body continuously for 25 metres using swimming or survival actions that resemble a stroke.
Survival sequence: Perform a continuous survival sequence: scull, float or tread water for 1 minute; signal for help; float for 1 minute holding a buoyant aid; kick to safety holding the aid.
Rescue and lifesaving: Be rescued by grasping a rigid or non-rigid aid and being pulled to safety.
Water safety knowledge: Describe actions to help keep themselves safe and healthy in, on and around water. Demonstrate understanding of: hazards in familiar water locations; rules for safe behaviour around the water; the signal for help; safety signage.

Health

Life Education

Students:

- explore the concept of identity introduced by examining what and who influences personal and cultural identity as well as how a person's values are developed and how they impact decision-making.
- explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition, identifying characteristics of healthy and unhealthy relationships and explores managing emotions.

Languages – Japanese

Mrs McDonald

Personal Spaces:

In this unit, students will compare and reflect on similarities and differences between housing in Australia and Japan and explore the concept of personal spaces within their home environment and the target country.

Students will:

- engage with language in texts about children's favourite places to spend time
- listen to children talk about the places in which they feel comfortable
- create texts about personal spaces
- participate in intercultural experiences to notice, compare and reflect on language and culture

Technologies

Mr Christy

Digital Technologies

Students will build on established digital literacy skills by using desktop and laptop computers to manage files, apply safe and responsible online practices, and protect personal information. Students will collect, organise and interpret data, with a focus on data used in sport, and use digital tools such as spreadsheets to represent and visualise information to identify patterns and trends. They will consider ethical and responsible use of data, including how information is shared and represented. Students will also apply computational thinking skills by using visual programming to create simple coded digital solutions that use data to inform decisions or outcomes.

The Arts

Specialist Music – Mrs Hodgson

Students will being playing in a xylophone ensemble. They will be learning about chord progressions as well as performing melody, harmony and bass lines to create arrangements of a varied repertoire of music genres. They will continue to explore music through movement, games and song.

Specialist Visual Arts – Miss Susi

Carnival of Colour

Students will analyse and respond to artworks by Mark Rothko and Emily Kame Kngwarreye exploring how artists use colour, pattern, line and abstraction to communicate emotion, meaning and ideas. students will experiment with colour mixing, mark making and design choices as they create a detailed abstract artwork inspired by these artists for an art exhibition in late Term 2.