



YEAR 5 TERM 4 OVERVIEW 2026

We present an overview of the planned teaching and learning program for Year 5 for the coming term.

English

Reading

Students will be reading 'Boy Overboard' by Morris Gleitzman. This compelling young-adult novel explores themes of human rights, empathy, perspective and perseverance. We will continue to build our comprehension skills using the 'Super Six' Comprehension Strategies.

Writing

During writing we will use poetry to support and enhance our use of language and literary devices.

Spelling

Students will continue to participate in the whole school Word Reading and Spelling program, PhOrMeS (Phonology, Orthography, Morphology, Etymology, and Semantics) daily at 9:10 am for 20 minutes with lessons designed to target specific learning needs.

Library

Year 5 will visit the library on Tuesdays. Students can borrow up to five books at a time. Please remember to bring a library bag.

Mathematics

Students will develop their skills in adding and subtracting fractions and converting between fractions, decimals and percentages. They will conduct repeated chance experiments, make predictions, identify possible outcomes and describe the likelihood of events occurring. Students will also use grid coordinates to locate positions and describe changes in position. Throughout the term, they will continue to strengthen their recall of multiplication facts and other key number facts to support accurate and efficient calculations.

Inquiry

Science

This term students learn about how light is transferred, how it helps them to see, and how reflections, shadows, and refraction occur. They explore real-life applications by designing and/or making an artwork that utilises light in an artistic or celebratory capacity.

Civics and Citizenship

During this unit, students will develop their understanding of Australia's democracy, human rights and shared values. They will explore the importance of fairness, respect, inclusion and empathy, learning to consider different perspectives and understand the experiences of others. Students will investigate how people work together through community groups to achieve common goals and make positive changes. They will also explore local natural and built environments, considering how people use, care for and influence these places and the systems that support their communities. Some questions we will explore include: Why is democracy important in Australia? What are human rights, and how can we show respect for the rights of others? How can understanding different perspectives help us build a fair and inclusive community? Why and how do people work together in community groups?

Indonesian

Students will use formulaic phrases and modelled language to create texts and share ideas about food. Students will ask and respond to questions using *Apa?*, *Mau?*, and interact spontaneously with peers in discussions on food preferences and culture.

Music

Year 5 will continue to build their understanding of pitch, rhythm and musical notation through practising the recorder and ukulele. They will then apply these concepts using tuned and untuned percussion instruments, as well as melodic instruments, to create their own compositions and soundscapes, which we will then notate using our musical knowledge and have the opportunity to perform for one another.

Physical Education

Students will participate in a range of catching, throwing and shooting activities which uses a range of different equipment. Students will continue to be monitored on their ability to demonstrate fair play and cooperation in modified game situations. Our primary sporting focus will be netball and cricket.

Technology

Year 5 students will strengthen their engineering, design, and problem-solving skills through a series of practical STEM challenges and digital technology activities. Students will participate in a bridge-building challenge, where they will plan, construct, test, and evaluate their designs to investigate how different materials and structural features influence strength and stability. They will also explore LEGO SPIKE Prime, developing their understanding of robotics, programming, and computational thinking through hands-on activities. Students will have opportunities to work collaboratively, think critically, and refine their designs as they explore solutions to engineering and technological challenges.

Social Emotional Learning

Positive Behaviours for Learning (PBL)

We encourage students to be **responsible, safe and respectful** members of our learning community. **Being responsible** means coming prepared to learn, actively participating in lessons and listening carefully to others. **Being safe** means keeping our hands and feet to ourselves, moving sensibly around the school and being in the right place at the right time. **Being respectful** means following instructions, using polite and considerate language, and taking care of classroom resources and equipment. We encourage students to make positive choices, take responsibility for their actions and show consideration for the learning, wellbeing and safety of others. By working together, we create a supportive environment where everyone feels safe, valued and ready to learn.

MindUP

MindUp lessons will support students in understanding their emotions, developing mindful attention, managing their responses, building empathy, and strengthening positive relationships. These learning experiences will connect closely with our classroom goals of responsible behaviour, respectful interactions, emotional regulation, and readiness to learn.

PARENT/TEACHER COMMUNICATION

To discuss your child's learning progress, please email your classroom teacher for an appointment.

Email contact - firstname.lastname@ed.act.edu.au

Information about upcoming events is communicated via Parent Portal and the School Website.

Libby Emmerson, Tanya Duggan, Alicia Norris and Executive Teacher Dean Howell.