

# Grade 5 OVERVIEW

Term 2 2025



**St John Bosco's**  
School **Niddrie**

## Religious Education

**Topic:** Living together in harmony as Pilgrims of Hope.

In this unit, Grade 5 students will explore their personal understanding of God and how faith shapes their actions. They will learn about God's importance in both the Christian tradition and other faiths, fostering respect for different beliefs. Through projects and discussions, students will reflect on how their faith guides their actions and contributes to a just and accepting community.

## Inquiry

**Inquiry Throughline:** Living Together in Harmony

**Big question:** How have significant people and events of our past impacted on our community, society, Australia

Students will focus on: Throughout this Inquiry Unit students will unpack the 'Research Process' to explore the concept of living together in harmony and how migration plays a vital role in shaping Australian society. Through investigating the various reasons why people migrate to Australia and the historical events that have caused migration, students will develop an understanding of the diverse cultures and communities that make up modern Australia. They will examine migration stories, the causes and effects of migration, and the impact that people, groups, and events have had on society.

## English

### **English Reading and Viewing**

Students will explore, analyse and critique the structure and features of historical fiction.

#### Focus: Inferring

- Develop an understanding of inferring
- Make inferences based on information read in texts and prior knowledge
- Explore character traits using clues from the text
- Analyse dialogue to infer meaning

#### Focus: Summarising

- Order the events of a text in sequence
- Determine the most important details and eliminate unnecessary details
- Paraphrase to retell the most important information in a concise way
- Organise important information from more than one text into a summary
- Identify the author's message and the underlying themes of the text
- Compare summaries of texts and identify similarities and differences

## English

### **Speaking and Listening**

Students will rehearse and deliver presentations (autobiographies, inquiry presentations) for defined purposes

## English

### **Writing-**

Focus: Historical fiction

Explore sentence structure with subject/ verb agreement.

experiment with subject specific vocabulary, figurative language, storylines, and characters and settings to develop a historical narrative.

### **Grammar and Punctuation**

Focus: Nouns groups, adjectives groups and subordinate clauses

Students will investigate how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea.

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause.

**Focus:** Possessives: Apostrophe

<p>incorporating accurate and sequenced content and multimodal elements.</p> <p>Students will investigate the pronunciation, spelling and meanings of words looking at word histories and how they have changed over time. Personal responses to the ideas and viewpoints in texts.</p>	<p>Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with common and proper nouns</p>
<p><b><u>Mathematics</u></b></p> <p><b>Topic:</b> Students will focus on <b>Number &amp; Algebra</b> <b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>● Use estimation and rounding to check the reasonableness of answers to calculations</li> <li>● Use efficient mental and written strategies and apply appropriate digital technologies to solve problems.</li> <li>● Identify and describe factors and multiples of whole numbers and use them to solve problems</li> </ul> <p><b>Topic:</b> <b>Measurement</b></p> <ul style="list-style-type: none"> <li>● Choose appropriate units of measurement for length</li> <li>● Calculate the area and perimeter of rectangles and the volume, capacity and mass of prisms using familiar metric units.</li> </ul> <p><b>Number and Algebra</b> <b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>● Mental and written strategies to solve problems</li> <li>● Understand and solve equivalent number sentences</li> <li>● Follow a mathematical algorithm to solve problems involving repetition.</li> </ul>	<p><b><u>Digital Technologies</u></b></p> <p><b>Topic:</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>● Explore Digital Citizenship and what it means to be a safe online citizen</li> <li>● Use a range of digital platforms to showcase their learning including Canva and Kahoot.</li> <li>● Explore coding using Google CS First</li> <li>● Understand and identify different Digital Systems</li> </ul>
<p><b><u>Social and Emotional Learning (SEL)</u></b></p> <p><b>Focus: Personal and Social Capability/ Health and Physical Education</b></p> <p>Students describe different ways to express emotions and relationship between emotions and behaviour.</p> <p>Students recognise the influences of emotions on behaviour and discuss factors that influence how people interact.</p>	<p><b><u>Physical Education</u></b></p> <p><b>Topic:</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>● Consolidating the Fundamental Movement Skills catch, throw and side-arm strike during modified and full games of T-ball with a focus on learning the rule and working as a team to achieve a goal.</li> <li>● Participating in a volleyball unit where students will learn the skills; dig, serve and set in order to play modified volleyball games.</li> <li>● Using critical and creative thinking during games to work out where to hit the ball in order to gain points for their team.</li> </ul>
<p><b><u>Italian</u></b></p> <p><b>Focus: Asking for and giving directions in Italian (Being a Tourist in Italy)</b></p> <p>Students will focus on:</p>	<p><b><u>Visual Arts</u></b></p> <p><b>Topic:</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>● Extending their drawing skills to include dark and</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Intentional Gesture teaching- <i>Focus language:</i></b> classroom verb based instructional language, molto bene (very well), tutti (everyone), Capisco, Non capisco (I understand, I don't understand). Posso...? (Can I...?)</li> <li>● <b>Turisti in Italia!</b> Italian culture and famous landmarks <i>Focus language:</i> asking for and giving directions in Italian</li> <li>● <b>Abito a, Abito in</b> (I live in...)</li> <li>● <b>Festa della Mamma:</b> Celebrating our beautiful mums and significant women in our lives.</li> </ul>	<p>light lines to create shadows</p> <ul style="list-style-type: none"> <li>● Developing new techniques for unique portraiture</li> <li>● Incorporating traditional Indigenous symbols into their canvas art to represent their own life story</li> </ul>
<p><b><u>Performing Arts</u></b>  <b>Topic: drama/music</b>  Students will focus on:</p> <ul style="list-style-type: none"> <li>● Continue to explore 'Commedia Dell'Arte. Children will cement the understanding that it was a popular form of Italian theatre from the 16th to 18th centuries, characterized by improvised performances, stock characters, and masked actors, influencing European theatre. They will complete their drama unit with a group performance of a futuristic 'Commedia Dell'Arte.'</li> <li>● The 4 chord progression and differentiate between chords and scales.</li> <li>● Understanding that many famous producers use a musical composition technique called "the 4 magic chords". Children will then use this learning to create their own contemporary pop song.</li> <li>● Writing lyrics and recording their own recreation of a pop song through music provided.</li> </ul>	<p><b><u>Science</u></b>  <b>Topic: Physical Sciences - Electrical circuits</b>  Students will focus on:</p> <ul style="list-style-type: none"> <li>● Creating and testing electrical circuits that will allow a small device to operate, e.g. buzzer, lightbulb, motor</li> <li>● Investigating materials that are conductors or insulators of electricity</li> <li>● Drawing circuit diagrams using universally recognised symbols</li> </ul>