

Curriculum Snapshot

Attributes of Lifelong Learners



CREATE
What language features will I use in my fantasy short story to create a good and an evil character?



COMMUNICATE
How will I communicate the positive and negative influences of people on other countries.

Year 5 Team

Sarah Barker, Natasha Wolski, Scott McKay, Emily Burnett, Brad Jen, Sarah Lucas, Kate Cuthbert, Laura Blake (ST:LaN), Gaye McKee, (Support Teacher) Amanda Shone (HODC), Kristy Walton(DP)

English V9

IMAGINATIVE NARRATIVE

Students create a short fantasy story, developing characterisation & setting. They create a podcast episode discussing the text Deltora Quest.

Productive Partnership

Week 2: Meet The Teacher
Week 9: Street Science Incursion
Week 9: Open Afternoon
Week 10: Cross Country



INVESTIGATE
How do reflection angles and refraction affect our perception of an object's location?



HASS V9

OUR INFLUENCE ON THE ENVIRONMENT

Students identify positive and negative influences of people on places in other countries.

Health: Achievement

Students explore how different factors shape and influence their identities, roles and responsibilities

PE: Specialist

ALL CODES FOOTBALL: TCHOUKBALL
Students will develop and perform the specialised movement skills for Tchoukball.

Year 5 Term 1 2026

Languages

ITALIAN: SCAMBIAVOCES CASE.

Students consider the similarities and differences between housing in Australia and Italy.



How can I check the reasonableness of my statistical investigation?

4Cs

Care for yourself
Care for others
Care for your learning
Care for your school



PARTICIPATE
How will I be an active participant using persistence, organisation and teamwork in learning activities?

V9 Australian Curriculum Information for Parents and Carers

[Website Link](#)



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Science V9

SHINING LIGHT

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 and how filters absorb light.

Technologies

DESIGN FOR NATURE

Students design a product to meet an identified need or opportunity for wildlife in their local area.



REFLECT
What changes could I make to improve my product, using the design process?