

# Year 5/6 Curriculum Map

## Term 1, 2025

### Information for Parents & Carers



#### English

##### Writing and creating informative texts

**Teaching and Learning:** Students engage with a variety of biographies including Australian migrants and First Nations Australians. They identify text structures and features including headings, timelines and images and how these inform the reader and improve access to the information in texts.

**Assessment:**

**Writing:** Students create a biography and use multimodal elements to present to an audience.

**Reading Comprehension:** To read, view and comprehend informative texts.

#### Maths

Over the course of Term 1, students will learn and be assessed on the following mathematical concepts:

##### YEAR 5:

**Statistics:** To plan and conduct a statistical investigation to collect, represent and interpret nominal and ordinal categorical and discrete numerical data.

**Space:** To perform and describe transformation of shapes, identify symmetries and use grid coordinates.

##### YEAR 6:

**Statistical investigation:** To compare distributions of data. To critique arguments presented in advertisements based on statistics.

**Number and Space:** To locate and represent ordered pairs on the Cartesian plane and create tessellating patterns using combinations of transformations.

#### Science

##### States of Matter

**Teaching, Learning & Assessment:**

Students investigate the properties of the 3 main states of matter, along with the changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations.

#### LOTE

##### What's in a name?

**Teaching, Learning & Assessment:** In this unit students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner.

**Assessment:** Collection of work: Students create a Japanese self-introduction, expressing information relating to themselves and their interests.

#### Technology

##### Design for nature

**Teaching, Learning & Assessment:**

In this unit students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.

#### Humanities and Social Sciences (HASS)

##### Australia past and present

**Teaching and Learning:** Students will investigate how Australia became a Federation; explore three levels of government and how citizenship rights have changed for different groups.

**Assessment:** Students will create a museum display about Federation in Australia and investigate how a person and an event were important in Australia becoming a federation.

#### The Arts

##### DANCE: Adventures is Dance

**Teaching and Learning:** In this unit, students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.

**Assessment:** Students will perform a dance to communicate meaning about an adventure story. They will choreograph a dance that communicates meaning about an adventure story and describe and explain dance made, performed and viewed.

#### Health & Physical Education

##### HEALTH: Emotional Interactions

**Teaching, Learning & Assessment:**

Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.

##### PE: UNITE

**Teaching, Learning & Assessment:**

Students demonstrate fair play and skills to work collaboratively to solve movement challenges.