



Year 5 Term 1 Overview

Welcome students and parents to Year 5 at Fernbrooke State School. We are excited to go on this journey together to gain new knowledge and exceed expectations. We are looking forward to building relationships within our Year 5 community. We hope to have a great year with you all.

English: Appreciating and responding to literary texts

Focus:

This term, students read and enjoy a wide range of stories and imaginative texts, including novels, poems, plays and films. These texts are set in both real-world and imaginary settings and help students grow as confident, independent readers.

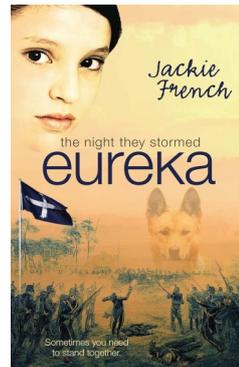
As they read and view texts, students explore how authors share ideas through characters, settings and events. They learn how imaginative texts are structured and how authors use language to engage the reader and achieve a purpose.

Students examine how authors bring stories to life using descriptive language, imagery and sound effects, such as similes, metaphors and personification. They also compare stories told from different points of view and discuss why an author might choose a particular way to tell a story.

Students share their opinions and ideas about texts through discussion and presentations, using appropriate speaking skills and literary vocabulary. They also respond to texts through shared and independent writing, creating their own imaginative stories by experimenting with language, characters, settings and storylines.

Assessments:

- **English Assessment Task:** Completed Term 1 Week 8-9



Term 1

Key Dates:

- **Assembly:** Monday 8:45am
Weeks 2, 4, 6, 8 & 10
- **Leadership Ceremony:** 16th February
- **Parent Teacher Interviews:** 16th March
- **NAPLAN:** 11th–20th March
- **Senior Cross Country:** 25th March
- **Harmony Day:** 25th March
- **Celebration of Learning:** 1st April

Mathematics

Focus:

In Term 1, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will:

- express natural numbers as products of factors and identify multiples
- check the reasonableness of their calculations using estimation
- create and use algorithms to identify and explain patterns in the factors and multiples of numbers
- use grid coordinates to locate and move positions
- connect objects to their two-dimensional nets

Assessments:

- **3D Objects Assessment Task:** Completed Term 1 Week 3
- **Location Assessment Task:** Completed Term 1 Week 6
- **Number Assessment Task:** Completed Term 1 Weeks 10



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Science: Biological Sciences

Focus:

In Term 1, students explore how plants and animals survive in different habitats by asking questions and investigating the features and behaviours that help them live and thrive. They look for patterns in survival strategies, such as how organisms conserve water in dry environments or use colour and patterns to camouflage.

Students learn about real scientific discoveries by exploring the work of scientists, including how new findings—such as biofluorescence—have helped us better understand how living things function and survive.

Students share their learning through displays and digital presentations that explain how plants and animals are suited to

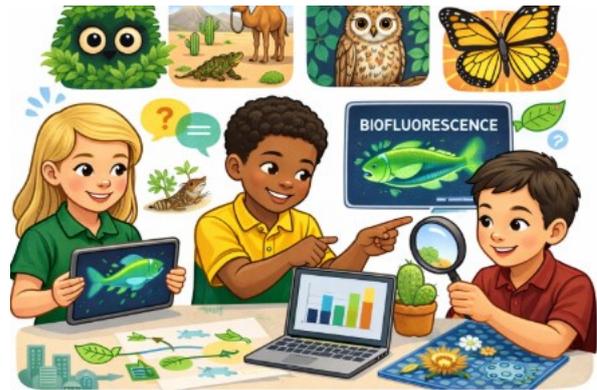
their environments. They also explore examples of biomimicry, where ideas from nature inspire human designs, such as buildings that stay cool, antibacterial materials, transport design, robotics and fashion.

Assessment:

Biological Sciences

Assessment Task:

Completed Term 1 Week 10



HASS: Communities in Colonial Australia

Focus:

Students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same.

Students will:

- Examine key events related to the development of British colonies in Australia after 1800
- Identify the economic, political and social reasons for colonial developments in Australia after 1800
- Investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- Locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia
- Present ideas in narrative form

to describe how and why life changed and stayed the same in a colonial community

- Identify different viewpoints about the significance of individuals and groups in shaping the colonies
- Sequence significant events and developments that occurred during the development of colonial Australia using timelines.

Assessment:

- **HASS: (Portfolio of Work)**

Completed Term 1 Week 9



Health & P.E

Focus:

In Health, Students learn about what makes each person unique and how different experiences help shape who we are. They explore how roles and responsibilities can change over time and understand that people experience change and transitions in different ways. Students discuss positive strategies for managing change.

Through activities such as reflective journals and real-life scenarios, students explore how family, culture, society and the media can influence their values, beliefs and how they see themselves. They learn to recognise stereotypes and how these can affect thinking and behaviour. Students practise skills to manage emotions, stress and challenges in healthy ways.

Students also explore what it means to show respect, empathy and inclusion. They apply these ideas to real-world situations and practise making choices that support positive and respectful relationships with others.

In Physical Education (P.E) students continue to develop and improve their movement skills across a range of physical activities, including games played on courts, in teams, and in striking and fielding situations. They practise different techniques and strategies to help them perform better and learn how to play fairly and include others.

Through both team and individual activities, students explore more advanced movement skills and learn how to apply them in different situations. They practise adjusting their movements to suit the activity, helping them become more confident, coordinated and capable movers.

Students also learn the importance of teamwork, respect and inclusion in physical activity, building skills that support positive participation and enjoyment for everyone.

Assessments:

- **Health Assessment Task:**
Completed Term 2 Week 6
- **P.E Assessment Task:**
Completed Term 2 Week 6



Music

Focus:

In Music, students will explore music from different cultures around the world. They are learning how music can tell stories, express feelings and communicate meaning in different ways depending on culture and tradition.

Students will listen to and perform music from other cultures, learning about rhythm, melody and instruments used in different parts of the world. They will also create their own music by using and adapting short excerpts from well-known pieces of world music.

Throughout the unit, students will talk about how music communicates ideas and emotions, both in their own compositions and in music from other cultures. This helps students develop a deeper appreciation of cultural diversity and the role music plays in sharing stories and meaning.

Assessment:

- **Music Assessment Task**
Completed Term 2 Week 5



Visual Arts

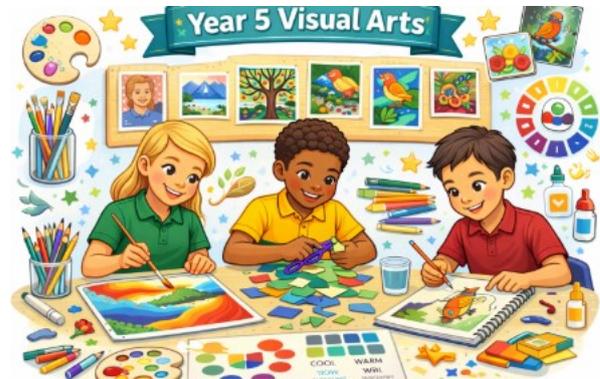
Focus:

In this Visual Arts unit, students design and create their own artwork by exploring a range of artistic techniques, styles and ideas. They begin by planning their artwork, choosing a central motif, symbols, mood, colours, art styles and materials to clearly express their ideas.

Students then use their design plan to create their artwork, applying different techniques and experimenting with materials to bring their ideas to life. As part of the unit, students also learn how to thoughtfully respond to the artwork of others. They look at a peer's artwork and explain what they notice about the ideas, design choices and artistic techniques used. This helps students develop confidence in sharing opinions, giving feedback and appreciating different creative perspectives.

Assessments:

- **Visual Arts Assessment Task:**
Completed Term 2 Week 6



Technologies

Focus:

This term students will be exploring Digital Technologies. Students will learn how to plan, create and share their own podcast. They will explore how digital tools can be used to communicate ideas, share information and entertain an audience in engaging and responsible ways.

Students will investigate how digital systems work with text, images and audio, and learn how sound is recorded, edited and shared. They will plan their podcast by identifying a purpose and audience, organising ideas, and deciding what features will make their podcast successful.

Throughout the unit, students will collect and manage digital information, record and edit audio, and use digital tools to create a polished podcast episode. They will work collaboratively, practise safe and ethical online behaviours, and learn how to responsibly share digital content.

By the end of the unit, students will have created a podcast that reflects their voice and creativity, while developing important skills in digital literacy, problem-solving and communication.

Assessment:

- **Monitoring Task**
Completed Term 1 Week 10

LOTE

Focus:

This Semester, students will explore the concept of names and the meanings they hold in Japan. They will use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner.

Students will locate specific information in a spoken text. They will identify behaviours and values associated with Japanese society

Assessment:

- **LOTE Assessment Task:**
Completed Term 2 Week 6



