

2026 YEAR FIVE CURRICULUM PLAN



Learning Area	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	Unit 2: Engaging with information reports Students engage with a variety of informative texts that supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts. Assessment 2.1 To read, view and comprehend an informative text. (R&V) 2.2 To create a written and multimodal informative text for an audience. (W&C)	Unit 1: Appreciating and responding to literary texts Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real-world and imagined settings. Assessment 1.1 To share and expand on ideas and opinions about a literary text for an audience. (S&L)	Unit 4: Completing a novel study Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Assessment 4.1 To read, view and comprehend an imaginative text. (R&V) 4.2 To create a written narrative including a supporting image. (W&C)	Unit 3: Persuading others Students engage with a variety of texts that provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work. Assessment 3.1 To share, develop and expand on ideas and opinions for a particular purpose and audience. (S&L)
Maths	Unit 1: Number, Space, Statistics Students further develop proficiency and positive dispositions towards mathematics and its use as they: •use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals •use physical materials, diagrams or arrays to become efficient with multiplication facts •locate and move positions within a grid coordinate system to pinpoint specific locations •recognise what stays the same and what changes when shapes undergo transformations •use physical materials and dynamic geometric software to perform transformations •plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.	Unit 2: Number, Algebra, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: •use physical and virtual materials to experiment with factors and multiples •use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division •build fluency and understanding of multiplication facts. •develop efficient strategies to multiply and divide •use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached •use estimation strategies to check the reasonableness of calculations when solving problems •apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems.	Unit 3: Number, Space, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: •use common percentages to make proportional comparisons of quantities in everyday contexts •apply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators •use mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions •apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects •solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units •decide on the appropriate unit when measuring length, mass and capacity of objects •use appropriate instruments such as protractors and digital tools to construct and measure angles in degrees.	Unit 4: Number, Algebra, Probability Students further develop proficiency and positive dispositions towards mathematics and its use as they: •use place value to order decimals •use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns •use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers and divide by single digit numbers •find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays •develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.
HASS	Unit 1: Shaping a nation: Colonies and civic goals (History) Students develop knowledge and understanding about the causes of the establishment of British colonies in Australia after 1800, considering economic, political and social factors. They investigate how colonies were developed by asking questions, locating, collecting and organising information from primary and secondary sources, and evaluating the origin, purpose and perspectives of these sources. Students examine the roles of significant individuals and groups, including First Nations Australians, migrants, convicts and leaders in shaping events and developments in colonial life, and describe the impact of colonisation on people, places and the natural environment. Unit 2: Truth Telling: What are the key values and features of Australian Democracy and how have they impacted First Nations Peoples? (Civics and Citizenship) Students develop knowledge and understanding about the key values and features of Australia's democracy, including elections, the roles and responsibilities of elected representatives, and how people with shared beliefs and values work together to achieve civic goals. As they interpret evidence, students select ideas and findings, use relevant civic terms and conventions to present their explanations, and propose actions or responses to issues using criteria to assess possible effects.		Unit 3: Managing our spaces, meeting our needs (Geography, Economics and Business) Students develop knowledge and understanding about how people, including First Nations Australians and people of other countries, influence the characteristics of places, and how Australian environments and spaces are managed in response to challenges such as bushfires, floods, droughts and cyclones. They investigate the nature of natural, human and capital resources and how these are used to satisfy needs and wants, recognising that not all needs and wants can be met equally. As they investigate, students develop questions and locate, collect and organise information and data from a range of sources, and evaluate it to identify patterns, trends and relationships. They develop an understanding of natural, human and capital resources, and how they satisfy human needs and wants and how resources might be used more sustainably in the future. Students respond to identified challenges or issues and suggest strategies to achieve desired outcomes. Drawing on ideas, findings and viewpoints from diverse sources, they present descriptions and explanations using accurate and subject-specific terms to explain how people, places and resources are connected.	
HPE	Unit 1: Strengthening identity and building emotional resilience Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.		Unit 2: Transferring movement strategies and analysing health information Students investigate different sources of health information and explore how they influence choices and behaviours about health, safety, relationships and wellbeing. Students refine and modify movement skills across different movement contexts, such as net/court; invasion; and striking and fielding games and activities. They experiment with different techniques and transfer strategies to enhance their performance and develop ways they can support fair play and inclusion. Through individual and collaborative activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.	

Science	Unit 1: Biological sciences Students investigate how the structural features and behaviours of organisms’ support survival in different habitats, identifying patterns such as camouflage or water conservation. They explore scientific research, including new discoveries like biofluorescence, to deepen their understanding of how organisms survive. Students create digital or visual displays to explain survival features and examine examples of biomimicry, proposing how adaptations in nature can inspire human design solutions.	Unit 2: Chemical sciences Students plan and conduct fair experiments on changes of state, identifying variables to change, measure and control. They use scaled instruments to collect precise mass and temperature data and represent their findings in tables and graphs to identify patterns in the properties of solids, liquids and gases. They explore real-world applications of changes of state in areas like insulation, cooling and space technologies. Students reflect on their methods to recognise possible errors and use models to show how particle arrangements and movement explain the behaviour of different states of matter.	Unit 3: Earth and space sciences Students investigate how wind, water, weather and gravity shape local landscapes through erosion and deposition, and how human activities can accelerate these changes. They learn how experts such as geologists, hydrologists and farmers work together to develop erosion-management strategies and explore how this knowledge informs the design of protective landscape features. Students collect and analyse fieldwork and experimental data, considering safety and cultural protocols, and use their findings to predict future landscape changes and propose erosion-mitigation solutions.	Unit 4: Physical sciences Students investigate how light behaves, observing phenomena such as shadows and recognising that light travels in straight lines. They pose testable questions and design experiments to explore how light passes through, reflects off or refracts through different materials. Using tools including digital devices, prisms and mirrors, they examine real-world applications of reflection and refraction. Students use models and ray diagrams to represent the path of light and explain how light properties inform the design of tools and technologies, such as streetlighting and automated lighting systems.
Digital Technologies	Unit 1: Digital Technologies: Digital Systems Students investigate the functions and purposes of digital systems and describe how their components interact to process and transmit data. Drawing on related content in Mathematics (Statistics), students process data and show how digital systems represent data using whole numbers and on/off states. They access multiple personal accounts using unique passphrases and explain how data contributes to their permanent digital footprint. Students design algorithms involving multiple alternatives (branching) and iteration (loops); and implement their algorithms as visual programs.		Unit 2: Digital Technologies: Engineering principles and systems Students apply design and computational thinking to produce and modify digital solutions, define problems and evaluate solutions using user stories and design criteria. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They select and use appropriate digital tools effectively to plan, create, locate, and share content. Students collaborate on projects, applying agreed conventions and behaviours to develop interfaces.	
Design and Technologies			Unit 1: Design and Technologies: Materials and technologies specialisations Students investigate how characteristics and properties of materials, components and tools impact design decisions and functionality. They examine how people create products, services, and environments to meet community needs, considering sustainability and competing factors. Students explore how technology features shape design choices and solutions. They generate and communicate design ideas using technical terms, graphical representation techniques, and digital tools. <i>Portfolio of assessment tasks</i>	
Japanese	Unit 1: Describing and exchanging information about people, places and events Students explore the modern Olympics and the language used to describe people, places and events. Students engage with a range of texts in Japanese that help them to identify key information about famous Olympians, label Olympic cities, order dates and host cities from 1896 to present, match past and present Olympians with their nationality and sports, and categorise various sports according to whether they feature at the summer or winter games and if they are an individual or team sport. Students engage with spoken and written texts in Japanese, asking and responding to questions to determine the most popular Olympic winter and summer sports and which sports should be included in Brisbane 2032; graph results of surveys with classmates and Japanese-speaking peers; and conduct simulated interviews with Olympians, coaches and Olympic torch relay runners. Students use Japanese to create spoken texts selecting and using a variety of vocabulary and sentence structures which describe and exchange information about the Olympics.			
The Arts			Unit 1: Drama Students explore how drama elements, concepts and conventions are used to communicate ideas and meaning, examining works from different cultures, times and places. They investigate how drama contributes to cultural continuity and revitalisation. Through improvisation and short skits students apply drama skills and processes to create performances that express ideas and perspectives. They demonstrate safe practices throughout the creative process and present their work in formal or informal settings.	Unit 2: Visual Arts Students explore the work of famous artists to understand how visual elements, concepts and conventions are used to communicate ideas and meaning. They apply this knowledge as they experiment with materials and techniques to create their own artworks inspired by these artists’ styles and perspectives. Students present their completed artworks in formal or informal settings and explain the artistic choices that shaped their work.