



**Year 5**  
**Curriculum Handbook**  
**2026**

<b>Term 1</b>	
<b>Religion</b>	<p><b>We Believe</b></p> <p>In this Religion module, students explore what it means to believe as a Catholic through the Nicene Creed and the central belief in the Trinity—one God as Father, Son, and Holy Spirit. They learn about the identity and mission of the Church, including the four marks: one, holy, catholic, and apostolic. Students also deepen their understanding of Jesus’ suffering and death, God’s promise of eternal life, and the hope of heaven, especially as celebrated at Easter. By the end of the unit, students will be able to describe these beliefs and reflect on their meaning in their own lives.</p>
<b>English</b>	<p><b>Oral Language and Communication</b></p> <p>Students will initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information. They will respond to questions with elaboration and detail. Students will apply interactive listening strategies by responding to the speaker.</p> <p><b>Spelling</b></p> <p>Students will be explicitly taught and provided with opportunities to apply a variety of phonological knowledges, prefixes, suffixes, etymology, homophones and Tier 2 words.</p> <p><i>Phonology:</i></p> <ul style="list-style-type: none"> <li>• ee, ea, ie (long e)</li> <li>• ou (short u)</li> <li>• silent final ‘e’</li> <li>• g saying /j/</li> <li>• c saying /s/ (Gentle Cindy)</li> <li>• Silent ‘h’</li> <li>• cial saying /sh’l/</li> <li>• tion saying ‘sh’n/</li> <li>• ti, si, ci saying /sh/</li> </ul> <p><i>Prefixes:</i></p> <ul style="list-style-type: none"> <li>• fore-/for-</li> <li>• extra-</li> </ul> <p><i>Suffixes:</i></p> <ul style="list-style-type: none"> <li>• -ence/-ance</li> <li>• -ous/-eous/-ious</li> </ul> <p><i>Etymology:</i></p> <ul style="list-style-type: none"> <li>• stru/struct</li> <li>• spect</li> <li>• voc/voke</li> <li>• trac/tract</li> <li>• vid/vis</li> <li>• mob/mote/mov</li> </ul> <p><i>Homophones:</i></p>

	<ul style="list-style-type: none"> <li>• two, too, to</li> <li>• fort, fought</li> <li>• there, their, they're</li> <li>• quiet, quite</li> <li>• weather, whether</li> <li>• where, we're, ware, wear</li> <li>• martial, marshal</li> <li>• write, wright, right, rite</li> </ul> <p><b>Creating Written Texts / Vocabulary / Digital Transcription</b> The unit focuses on <b>writing to entertain</b> which is a study of <b>Imaginative Texts</b> in the form of a <b>narrative</b>.</p> <p>Through the study of the text 'The Wild Robot' by Peter Brown, students will learn to plan, create and revise their own imaginative text (narrative) considering the purpose and audience.</p> <p>When writing, students will apply appropriate imaginative text features, grammar, punctuation and language. They will experiment with characterisation, event development and figurative language to express ideas. Students will present their final written piece as a digital book using <i>Book Creator</i>.</p> <p><b>Understanding and Responding to Literature</b> As part of the study on 'The Wild Robot' by Peter Brown, students will identify the ways different elements of a text contribute to character development. They will analyse how the visual and written features of a narrative text reflect perspective and context.</p> <p><b>Reading Comprehension</b> Students will continue to develop their reading fluency by reading for interest and wide purposes. They will monitor their comprehension before, after and during reading. Students will comprehend text structures, their features and associated language. Students will monitor their comprehension during Modelled, Guided and Independent reading.</p>
<b>Mathematics</b>	<p><b>Number and Algebra</b> <i>Place Value, Addition &amp; Subtraction, Multiplication &amp; Division</i> Students will learn to:</p> <ul style="list-style-type: none"> <li>• Recognise, represent and order numbers in the millions</li> <li>• Apply place value to partition, regroup and rename numbers to 1 billion</li> <li>• Apply efficient mental and written strategies to solve addition &amp; subtraction problems</li> </ul>

	<ul style="list-style-type: none"> <li>• Use estimation and place value understanding to determine the reasonableness of solutions</li> <li>• Determine products and factors</li> <li>• Use partitioning and place value to multiply 2-, 3- and 4-digit numbers by one-digit numbers</li> <li>• Select and apply mental and written strategies to multiply 2- and 3-digit numbers by 2-digit numbers</li> <li>• Represent and solve division problems with whole number remainders</li> <li>• Select and apply strategies to divide a number with 3 or more digits by a one-digit divisor</li> </ul> <p><b>Measurement and Space</b> <i>Length and Area</i> Students will learn to:</p> <ul style="list-style-type: none"> <li>• Measure lengths to find perimeters</li> <li>• Use hectares and square kilometres as units of measurement for area</li> <li>• Calculate the areas of rectangles using familiar metric units</li> </ul> <p><b>Statistics &amp; Probability</b></p> <ul style="list-style-type: none"> <li>• Collect categorical and discrete numerical data by observation or survey</li> <li>• Choose and use appropriate tables and graphs</li> <li>• Describe and interpret different datasets in context</li> </ul>
<b>HSIE (History)</b>	<b>Semester 2</b>
<b>Science</b>	<p><b>Adapting to Survive</b> Students will study the unit <i>‘Living World’</i> which focuses on the growth and survival of living things and how their adaptations over time suit their environment. Students investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy. This unit further develops students’ knowledge and understanding of the environmental and biological sciences.</p>
<b>PDHPE</b>	<p><b>Respecting Self, Others and Community</b> Students will engage in weekly PDH lessons that align to the new PDHPE syllabus. Students will learn and practise gratitude, empathy and mindfulness from The Resilience Project. They will examine and explain factors that influence identity, health and wellbeing of individuals and groups. Students will also explain and apply skills and strategies to manage respectful relationships. They will learn to explain and apply skills and strategies to interact safely online. Students will also create written texts to communicate understanding of health, safety and wellbeing. Students will identify:</p> <ul style="list-style-type: none"> <li>• the two themes of ‘Protective Behaviours’</li> </ul>

	<ul style="list-style-type: none"> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in my safety network</li> </ul>
<p><b>Creative Arts</b></p>	<p><b>Visual Arts</b></p> <p>This unit links with the themes presented in the Science unit <i>'Adapting to Survive'</i>. Students will explore the plants and animals that live in our Australian landscape. Through a variety of techniques and mediums, they will appreciate and create artworks depicting their knowledge and perspective of this subject matter.</p> <p><b>Dance: Hip Hop Dance Power</b></p> <p>Students will participate in a dynamic dance unit exploring the strength, rhythm and edginess of Hip Hop. Students will learn two short Hip Hop dance routines, developing their understanding of how different body parts can be isolated, shaped and controlled to create the powerful, expressive movement qualities characteristic of the Hip Hop genre.</p> <p>As part of their learning, students will create their own starting positions and use the elements of dance to explore, select and refine new movement shapes. Through these experiences, they will build confidence in performing sequences that demonstrate the distinctive strength, power and attitude of Hip Hop. This unit encourages creativity, coordination and self-expression while giving students the opportunity to experience the energy and excitement of Hip Hop dance.</p>

<b>Term 2</b>	
<b>Religion</b>	<p><b>Called to Stewardship</b></p> <p>This module is centred around the idea that humanity is called to take responsibility for caring for God’s creation. Students will explore the Catholic beliefs about creation. They will learn to describe the key features of stewardship according to Christian teaching. They will learn to recognise ways that environmental issues affect people in the developing world. They will learn to apply the principle of stewardship to environmentally friendly practices.</p>
<b>English</b>	<p><b>Oral Language and Communication</b></p> <p>Students will initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information. They will respond to questions with elaboration and detail. Students will apply interactive listening strategies by responding to the speaker. They will deliver presentations experimenting with volume, pace and intonation.</p> <p><b>Spelling</b></p> <p>Students will be explicitly taught and provided with opportunities to apply a variety of phonological knowledges, prefixes, suffixes, etymology, homophones and Tier 2 words.</p> <p><i>Phonology:</i></p> <ul style="list-style-type: none"> <li>• ‘our’ saying /er/</li> <li>• r-controlled (ar, or, ir, er, ur)</li> <li>• ‘y’ as a vowel</li> <li>• ‘rh’ words</li> <li>• -le ending</li> <li>• ‘ea’ saying short e</li> <li>• long a (ei)</li> <li>• long ‘a’ saying its name</li> <li>• ‘qu’ followed by ‘a’ says its name</li> <li>• ‘i’ before ‘e’ except after ‘c’</li> <li>• /oo/ family</li> <li>• ‘ui’ saying long u</li> </ul> <p><i>Prefixes:</i></p> <ul style="list-style-type: none"> <li>• post-</li> <li>• dis- / dif- / di-</li> <li>• de-</li> </ul> <p><i>Suffixes:</i></p> <ul style="list-style-type: none"> <li>• -ion (-tion, -ation, -ition, -sion)</li> <li>• -ity, -ty</li> <li>• -al / -ail</li> </ul> <p><i>Etymology:</i></p> <ul style="list-style-type: none"> <li>• vers / vert</li> <li>• bio</li> </ul>

	<ul style="list-style-type: none"> <li>• path</li> <li>• omni</li> <li>• fract</li> </ul> <p><i>Homophones:</i></p> <ul style="list-style-type: none"> <li>• pore, pour, paw, poor</li> <li>• aloud, allowed</li> <li>• past, passed</li> <li>• aisle, isle</li> <li>• course, coarse</li> <li>• seize, seas, sees</li> <li>• board, bored</li> <li>• sheer, shear</li> <li>• waste, waist</li> <li>• rein, reign, rain</li> </ul> <p><b>Creating Written Texts / Vocabulary / Digital Transcription</b> The unit focuses on <b>writing to inform</b> which is a study of <b>Informative Texts</b> in the form of an <b>explanation</b>.</p> <p>Students will investigate the appropriate text structure to inform target audiences. They will be provided with opportunities to explain and refine their ideas through logically sequenced paragraphs that include a topic sentence, relevant information and a concluding sentence. Within their paragraphs, students will use language designed to sequence, compare &amp; contrast, and discuss cause &amp; effect. They will present their researched and written piece as a digital poster on <i>Canva</i>.</p> <p><b>Understanding and Responding to Literature</b> As part of our study on informative texts, students will explore how perspective and context are influenced by language choices within a variety of non-fiction texts.</p> <p><b>Reading Comprehension</b> Students will continue to develop their reading fluency by reading for interest and wide purposes. They will monitor their comprehension before, after and during reading. Students will comprehend text structures, their features and associated language. Students will monitor their comprehension during Modelled, Guided and Independent reading.</p>
<b>Mathematics</b>	TBA
<b>HSIE</b>	Semester 2

<p><b>Science</b></p>	<p><b>Matter Matters!</b></p> <p>This unit focuses on students considering properties and how they are used to classify matter. They will explore the specific properties and behaviour of the three states of matter - solids, liquids and gases. Students will investigate the behaviour of matter and relate it to the properties of matter. They will plan and perform an experiment to compare the viscosity of liquids, considering and controlling variables to ensure the experiment is a fair test. Students will investigate the effect of heating and cooling matter, using their practical observations of gases to make inferences for liquids and solids.</p>
<p><b>PDHPE</b></p>	<p><b>Growing Stronger</b></p> <p>This term in PDHPE, students will explore the factors that shape a positive sense of identity and wellbeing, including personal strengths, relationships, culture and reliable health information. They will develop self-management skills by learning how emotions influence decisions, practising self-regulation, problem-solving and resilience, and applying these skills in both online and offline contexts. Students will build respectful communication and interpersonal skills, learn strategies to manage change and resolve conflict, and deepen their understanding of Aboriginal and Torres Strait Islander cultures and cultural safety. They will also focus on personal and community safety, including road, water and emergency safety, responsible digital behaviour, financial decision-making, and ways to seek help, act as upstanders, and communicate consent to maintain respectful and safe relationships.</p> <p>Students will identify:</p> <ul style="list-style-type: none"> <li>• the two themes of ‘Protective Behaviours’</li> <li>• protective behaviour strategies</li> <li>• early warning signs</li> <li>• people in my safety network</li> </ul>
<p><b>Creative Arts</b></p>	<p><b>Visual Arts</b></p> <p><b>Living Things and Objects</b></p> <p>Ceramics, Fibre, Photography &amp; Digital Forms</p> <p>Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists’ intention and audience interpretation and make reasoned judgements about these artworks.</p> <p><b>Music: Stomp Out Loud</b></p> <p>Students will take part in a drumming unit inspired by the world-renowned percussion group <i>Stomp</i>. Using this performance style as inspiration, students will develop their</p>

	<p>foundational drumming skills while exploring rhythm, coordination and ensemble playing.</p> <p>Throughout the unit, students will learn to read traditional percussion notation and use this knowledge to perform drumming pieces individually, in small groups and as part of a whole-class ensemble.</p> <p>As their skills grow, they will apply their understanding of music notation to compose, rehearse and perform their own group drumming compositions. These hands-on learning experiences will help students build confidence, creativity and teamwork while deepening their appreciation of rhythm-based music.</p>
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<b>Term 3</b>	
<b>Religion</b>	<p><b>Made in God's Image</b></p> <p>Students will explore the key idea that all humans are made in the image and likeness of God and are deserving of dignity and respect. They will learn to outline the Catholic beliefs about the human person. Students will explore ways of growing and changing as children of God. They will learn to recognise the need to treat all God's people with dignity and respect. Students will identify ways Christians are called to make the love of God known to others.</p>
<b>English</b>	<p><b>Oral Language and Communication</b></p> <p>Students will initiate and contribute to sustained discussions. They will respond to questions with elaboration and detail. Students will apply interactive listening strategies by responding to the speaker. They will deliver presentations experimenting with volume, pace and intonation.</p> <p><b>Spelling</b></p> <p>Students will be explicitly taught and provided with opportunities to apply a variety of phonological knowledges, prefixes, suffixes, etymology, homophones and Tier 2 words.</p> <p><i>Phonology:</i></p> <ul style="list-style-type: none"> <li>• oi/oy</li> <li>• 'ow' word family</li> <li>• '-el' ending</li> <li>• '-il' and '-ol' words</li> <li>• 'igh' words</li> <li>• ai/ay</li> <li>• floss rule</li> <li>• au/aw</li> <li>• ou/ow</li> <li>• 'ch' says /c/</li> </ul>

- 'u' says its name in the middle of a word

*Prefixes:*

- milli-
- ob- (o, oc, of, op) assimilated
- inter-

*Suffixes:*

- -al / -ail
- -il
- -ure

*Etymology:*

- rupt
- fin / finite
- mand/mend
- duc/duct
- pon/pos/posit
- tempor/chron

*Homophones:*

- lore, law
- boy, buoy
- discussed, disgust
- palate, pallet
- desert, dessert
- vain, vein
- your, you're, yore
- bald, bawled
- presence, presents
- draught, draft

**Creating Written Texts / Vocabulary / Digital Transcription**

The unit focuses on **writing to persuade** which is a study of **Persuasive Texts** in the form of a **letter**.

Students will examine the appropriate text structures, features and language to persuade a target audience. They will create texts that present one or multiple viewpoints by grouping ideas to develop a statement of position, several paragraphs that include an objective argument with relevant supporting details, and structure an effective conclusion that summarises their point of view. Within their paragraphs, students will use language designed to emphasise and for persuasive effect. They will deliver their final written piece to the class, experimenting with volume, pace and intonation.

**Understanding and Responding to Literature**

As part of our study on persuasive texts, students will explore a variety of texts to understand how authority is achieved

	<p>through the use of objective language versus subjective language. They will analyse and compare features within and between texts, that characterise a persuasive style.</p> <p><b>Reading Comprehension</b> Students will continue to develop their reading fluency by reading for interest and wide purposes. They will monitor their comprehension before, after and during reading. Students will comprehend text structures, their features and associated language. Students will monitor their comprehension during Modelled, Guided and Independent reading.</p>
<b>Mathematics</b>	<b>TBA</b>
<b>HSIE</b>	<p><b>Factors that Shape Places</b> Students describe the diverse features &amp; characteristics of places and environments. They explain interactions &amp; connections between people, places and environments. Students compare and contrast influences on the management of places and environments. They acquire, process and communicate geographical information using geographical tools for inquiry.</p>
<b>Science</b>	Semester 1
<b>PDHPE</b>	<p><b>Making Informed Choices</b> This term in PDHPE, students will build self-management skills by learning how emotions influence decision-making, practising self-regulation, problem-solving and resilience across a range of situations. They will explore how family, culture, media and life changes—including puberty—shape identity, health and wellbeing, and learn to access reliable health information and support. Students will develop respectful relationship skills by understanding rights and responsibilities, managing change, challenging stereotypes, and communicating effectively. They will also focus on online and community safety, including responsible digital citizenship, consent, cultural safety, sun and water safety, emergency preparedness, and strategies for seeking help. In addition, students will examine healthy lifestyle choices such as hygiene, self-care, financial decision-making and media influences on wellbeing, while learning about body changes during puberty and ways to manage physical and emotional responses with confidence and respect.</p>
<b>Creative Arts</b>	<p><b>Visual Art:</b> Students consider how artists represent ideas and feelings in abstract artworks through the use of symbols. Students develop their own symbols in response to distorted images. They experiment with layering techniques in painting, drawing and card media.</p>

	<p><b>Drama: Video Drama</b></p> <p>Students will take part in a drama unit that introduces them to the creative world of video drama. Students will explore how role, situation and the elements of drama can be manipulated to create meaning within a filmed context, discovering how performance shifts when it is shaped and framed through a camera lens.</p> <p>The unit begins with students preparing and recording a monologue, using their devices to experiment with facial expression, vocal control and physical performance. Through this process, they will learn how emotion, character and storytelling can be effectively communicated on screen.</p> <p>Students will then extend their learning by working in small groups to create video drama pieces that show different perspectives of people on screen. They will use the elements of drama to explore how meaning changes when a scene is filmed from various viewpoints, gaining insight into how video can be used to frame, enhance and transform dramatic storytelling</p>
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<b>Term 4</b>	
<b>Religion</b>	<p><b>Becoming God's People</b></p> <p>This module is centred around the idea that the people of God are those who have been chosen and called. Students will outline the special relationship between God and His people. They will learn to explain how the Commandments are a guide for Christian life. Students will explore the message of the Beatitudes for people of faith. They will explore the concept of Jesus as Messiah in the infancy narratives and the beliefs of the Church.</p>
<b>English</b>	<p><b>Oral Language and Communication</b></p> <p>Students will initiate and contribute to sustained discussions. They will respond to questions with elaboration and detail. Students will apply interactive listening strategies by responding to the speaker. They will deliver presentations experimenting with volume, pace and intonation.</p>

## **Spelling**

Students will be explicitly taught and provided with opportunities to apply a variety of phonological knowledges, prefixes, suffixes, etymology, homophones and Tier 2 words.

### *Phonology:*

- doubling rule
- 'a' at the beginning saying short 'u'
- 3 sounds of -ed
- ew/ue
- long 'i'
- short 'i'
- ought, aught saying /or/
- oa/ow

### *Prefixes:*

- per-
- pro-

### *Suffixes:*

- -dom
- -or / -ar

### *Etymology:*

- spir/ spire
- capt/ceit/ceive/cept
- pend/pens
- tain/ten/tin

### *Homophones:*

- past, passed
- edition, addition
- flew, flu, flue
- threw, through
- coward, cowered
- sort, sought
- disburse, disperse
- holy, wholly

## **Creating Written Texts / Vocabulary / Digital Transcription**

The unit focuses on **writing to entertain** which is a study of **Imaginative Texts** in the form of **poetry**.

Students will examine the appropriate text structures, features and language of poetry used in the mentor texts '*Bindi*' by Kirli Saunders and '*Fire*' by Jackie French.

They will use free verse and fixed verse poetic forms to descriptively express ideas and experiment with the

	<p>development of thematic elements. Students will include figurative language for effect and to engage the reader.</p> <p>Students will write a ballad that links with the Geography focus of natural disasters. They will incorporate relevant and engaging media elements to represent their poetry as a multi-media presentation.</p> <p><b>Understanding and Responding to Literature</b> As part of our study on persuasive texts, students will explore a variety of texts to understand how authority is achieved through the use of objective language versus subjective language. They will analyse and compare features within and between texts, that characterise a persuasive style.</p> <p><b>Reading Comprehension</b> Students will continue to develop their reading fluency by reading for interest and wide purposes. They will monitor their comprehension before, after and during reading. Students will comprehend text structures, their features and associated language. This term, students will study the comprehension strategies of Finding word meaning in context, <b>Author's Purpose and Contrasting and Finding Main Idea</b> as part of their Modelled, Guided and Independent Reading and Writing.</p>
<b>Mathematics</b>	TBA
<b>HSIE</b>	<p><b>The Australian Colonies</b> Students describe and explain the significance of people, groups, places and events to the development of Australia. They learn to describe and explain different experiences of people living in Australia over time.</p>
<b>Science</b>	Semester 1
<b>PDHPE</b>	<p><b>Strong Minds, Safe Choices</b> This term in PDHPE, students will strengthen their self-management skills by learning how emotions influence decision-making and relationships, and by practising self-regulation, problem-solving and resilience in a range of situations. They will explore strategies that support a positive sense of identity and wellbeing, recognise personal strengths, and learn how to access reliable health information. Students will develop interpersonal and communication skills that promote respectful interactions, leadership, inclusion and collaboration, while also creating written texts to reflect on health, safety and wellbeing messages. A strong focus will be placed on personal and community safety, including protective behaviours, consent, conflict resolution, fire and water safety, emergency procedures, and responsible online behaviour.</p>

	<p>Students will also consider how positive digital habits and agreed codes of conduct can support their overall health and wellbeing.</p>
<p><b>Creative Arts</b></p>	<p><b>Visual Arts</b></p> <p>This unit has been developed to coincide with the themes present in the History unit of work “The Australian Colonies”. Students will be engaged in creating their own artworks while at the same time learning about the elements of a range of European and Indigenous Australian Artists. Students will be involved in a learning process which allows them the independence to experiment, problem solve, and generate possibilities for their design, developing critical thinking skills in a relaxed learning environment.</p> <p><b>Music: Christmas Concert Preparations &amp; Music Technology using Chrome Music Maker</b></p> <p>Students will develop their creative music-making skills through a digital composition unit using Chrome Song Maker. They will learn to improvise, experiment with sound, and select, combine and organise musical ideas to create their own individual compositions. As they work, students will apply a range of musical concepts such as pitch, rhythm, tone colour and structure to shape and refine their pieces.</p> <p>In addition to their digital composition work, students will also learn to sing a selection of songs in preparation for our whole-school end-of-year Carols by Candlelight Concert. This provides an opportunity for students to develop ensemble skills, build confidence, and participate in a special celebration of music within the school community.</p>

## Specialist Teachers

Students attend three specialist learning opportunities:

- Library with Mrs Barker or Mrs Gleeson
- Physical Education with Mr Hartcher
- Performing Arts with Mrs Brymora

Information regarding Performing Arts can be found in the Creative Arts section I each term. A summary of Library and Physical Education can be found below.

### Learning in the Library

Information processing skills enable us to understand and use information effectively. This is important for learning, solving problems, and making good decisions. It also helps us to think creatively and adapt to new situations. During library lessons the children have an opportunity to develop a range of information processing skills. These skills become more sophisticated as they progress through from Kinder to Year 6 and are detailed below. The content covered during library lessons varies and supports the class Science and English programs. Cyber safety is also explored during lessons.

Children have an opportunity to use computers to communicate, create and present their learning.

Rich and meaningful literature is at the heart of all lessons, along with a variety of thinking routines.

Children are encouraged to borrow from the library each week during their dedicated borrowing time.

### Information Processing Skills in Year 5

#### Question

Construct and analyse a research question.

#### Plan

Construct a plan for inquiry, including a timeline, in a suitable format e.g. Mind mapping, brainstorming, graphic organisers.

#### Locate

Locate a range of information sources

- Keyword searching online
- Browsers/internet
- Emailing
- Use Catalogues to locate a resource – online (regional libraries) and in-school (OLIVER)
- Shelving styles e.g. Dewey, genre

Identify and use

- Contents Page
- Index
- Glossary
- Online menus

- Hyperlinks and shortcuts
- Headings & Sub-headings

Identify a resource as

- Imaginative
- Informative
- Persuasive

Judge the credibility of a resource taking into consideration.

- Author expertise
- Currency
- Perspective
- Bias
- url
- cross-referencing

### **Comprehend**

Scan resources to determine their relevance for the given task. Comprehend information presented in a variety of formats including text, images, audio and objects.

### **Record**

Record facts in an appropriate format, summarise information gathered and cite sources of information

### **Share Findings**

Present information in a given format, considering audience, and identify ways to share work. Students are learning to respect copyright and state sources of information

Offer feedback

- Self-assess their product (during task and final product) using agreed success criteria
- Accept (and use where appropriate) peer feedback.

## Physical Education in Year 5

Year 5 students focus on precision, timing and movement efficiency. They develop smooth transitions, stronger balance and advanced object-control skills, applying strategies in modified game play.

Term 1	Moving Together with Precision (1) - precision movement - coordination
Term 2	Transition Between Movements (1) - smooth transitions - agility
Term 3	Catch, Throw and Move (1) - tactical passing - anticipation
Term 4	Kicking and Striking (1) - strategic striking - positioning