

# Oxenford State School

## Year 5 Curriculum Overview, 2026

| SEMESTER 1                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | SEMESTER 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Term 1                      | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>English V9</b>           | <b>Exploring World Issues (Persuasion)</b><br>Students engage with a variety of texts which explore world issues and examine persuasive text structures. They share, develop and expand on ideas and opinions to create a persuasive spoken text to raise awareness of a world issue using features of voice.                                                                                                                                                                            | <b>Informative texts – Natural Disasters</b><br>Students read, view and comprehend informative texts about natural disasters. They use research skills to create a written and multimodal informative text about a natural disaster using well-sequences paragraphs, specialist and technical vocabulary, language features, complex sentences and visual features for effect.                                                                                              | <b>Exploring Messages through Literary Texts</b><br>Students engage with a variety of texts that explore a social or environmental issue. They use appropriate interaction skills and features of voice to present opinions and ideas about how texts communicate message.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Mathematics V9</b>       | <b>Assessment task 1.1 – Space</b> <ul style="list-style-type: none"> <li>Students perform and describe transformation of shapes and identify symmetries.</li> <li>Students use grid coordinates to locate and move objects.</li> </ul> <b>Assessment task 1.2 – Statistics</b> <ul style="list-style-type: none"> <li>Students plan and conduct a statistical investigation to collect, represent and interpret nominal and ordinal categorical and discrete numerical data.</li> </ul> | <b>Assessment task 2.1 – Number (Mathematical Modelling)</b> <ul style="list-style-type: none"> <li>Students express natural numbers as products of factors and identify multiples.</li> <li>Students use estimation to check the reasonableness of calculations.</li> <li>Students use mathematical modelling to solve a financial problem.</li> </ul> <b>Monitoring</b> <ul style="list-style-type: none"> <li>Students convert between 12- and 24- hour time.</li> </ul> | <b>Assessment task 3.1 – Number (Mathematical Modelling)</b> <ul style="list-style-type: none"> <li>Students order and represent, add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents; use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations.</li> </ul> <b>Assessment task 3.2 – Measurement and Space</b> <ul style="list-style-type: none"> <li>Students connect objects to their nets; choose and use appropriate metric units to measure length, mass and capacity; solve problems involving perimeter and area; estimate, construct and measure angles in degrees.</li> </ul> |
| <b>Science V9</b>           | <b>Biological Sciences</b><br>Students pose and investigate questions about the relationship between structural features and behaviours and survival in specific habitats. They identify patterns in survival strategies and if similar survival strategies exist amongst organisms across different habitats.                                                                                                                                                                           | <b>Earth and Space Sciences</b><br>Students explore changes in local landscapes and investigate how wind, weather, water and/or gravity erode and/or relocate materials, resulting in slow or rapid change that shapes Earth's surface. They examine how human activities accelerate these changes and consider impacts on communities.                                                                                                                                     | <b>Physical Sciences</b><br>Students investigate observable phenomena associated with light. They continue to develop knowledge and skills in making reasoned predictions and analysing patterns in the observable effects of light, including recognising that light travels in straight paths.                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>HASS</b>                 | <b>People and the Environment (Based on C2C Unit 1)</b><br>Students investigate the characteristics of North America and Europe especially major cities. They use evidence to draw conclusions about a preferred place to live.                                                                                                                                                                                                                                                          | <b>Eureka! (Based on C2C Unit 3)</b><br>Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the Gold Rush?'                                                                                                                                                                                                                                                  | <b>Democratic Rules (Based on C2C Unit 4)</b><br>Students identify how legal and environmental issues in Australian communities can be managed. Students investigate democratic values and processes in the school community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Design Technologies</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Design for Nature (C2C Unit 3)</b>   <b>Context: Materials and technologies specialisations</b><br>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.                                                                                                                                                                                                                                                                                                                                                 |
| <b>The Arts</b>             | <b>Media Arts (based on C2C Unit 2)</b><br>Students explore how documentary techniques are used to portray stories, ideas and points of view of about an environmental issue. <a href="#">Link to English</a>                                                                                                                                                                                                                                                                            | <b>Drama (C2C Unit 1 – Natural Disasters)</b><br>Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus. <a href="#">Link to English</a>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Music</b>                | <b>Rhythmic Riot</b><br>Students make and respond to music by exploring the concept of ostinato — a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Going to the Movies</b><br>Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>HPE</b>                  | <b>Health: Healthy Habits - What am I Drinking?</b><br>Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body.                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Health: Growing Up and Transitioning</b><br>Students explore developmental changes and transitions that occur, as they grow older. Students explore the feelings, challenges and issues associated with making the transition to Year 6 and Secondary school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                             | <b>PE: Health Related Fitness</b><br>Students participate in physical activities and circuits designed to enhance fitness, and discuss the impact regular participation in exercise can have on health and wellbeing.                                                                                                                                                                                                                                                                    | <b>PE: Athletics</b><br>Students will participate in a number of Athletics disciplines, including sprints (100m and 200m), relays, 800m and 1500m running, high jump, shot put and long jump.                                                                                                                                                                                                                                                                               | <b>PE: Foofy and More Foofy</b><br>Students participate in Oz Tag and Soccer, focusing on basic rules, tactics and game play. They demonstrate fundamental movement skills required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Digital Technologies</b> | <b>Excel Spreadsheets</b><br>Students design and create an interactive spreadsheet and share information ethically. They incorporate decision making and user interface design into designs and implement their digital solutions using validated data.                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Information Systems</b><br>Students explain how information systems meet needs. Students explain how digital systems use whole numbers to represent a variety of data types.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Japanese</b>             | <b>Identity and Belonging</b><br>Students explore the concepts of group identity and belonging through their own individual interests. They will identify borrowed words used to discuss interests.                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Games and Pop Culture</b><br>Students explore the concept of play across cultures. They translate game rules and use language to support social interactions while playing group games. They identify examples of how language has changed over time and is influenced by pop culture.                                                                                                                                                                                                                                                                                                                                                                                                                                        |