

CURRICULUM OVERVIEW

Persuading others Year 5

Students engage with a variety of texts which 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.

Students read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning. Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience.

Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace.

Using language to persuade Year 6

Students engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work.

Students read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience.

Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias.

Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.

Unit 3 Year 5

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.

Year 6

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- solve practical problems using addition and subtraction of fractions with related denominators
- solve arithmetic problems involving all four operations with decimals
- use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies, and justify solutions
- use physical materials to compare the parallel cross-sections of familiar objects including right prisms
- apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle
- convert between common metric units of length, mass and capacity (for example: metres and centimetres)
- begin to formally use deductive reasoning in spatial contexts involving lines and angles.

ENGLISH

MATHS

SCIENCE

Energy and electricity

In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely.

HASS

Connections to Places

Students will investigate features of places, and compare human and environmental characteristics of places. They will explore why some places are special to people, the interconnectedness of people, places and the environment, and the importance of using places sustainably and in ways that benefit the community.

LOTE

Students will have conversations that relate to their immediate environment, focusing on starting, maintaining and ending interactions whilst applying rules of signs, pace and signing space to develop fluency.

HPE

Personal, Social and Community Health Respectful Interactions

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.

Movement and Physical Activity Rugby League Skills

In this unit, students will enhance their rugby league skills with a focus on advanced techniques such as precision passing, strategic kicking, and effective tackling (non-contact or modified as appropriate). They will develop tactical awareness, including game strategies for attacking and defending, and practice decision-making in dynamic gameplay scenarios. Students will participate in drills and modified games that promote teamwork, leadership, and communication. The unit also reinforces the values of fair play, perseverance, and respect for others, encouraging students to apply these principles both on and off the field.

YEAR 5
TERM 3



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