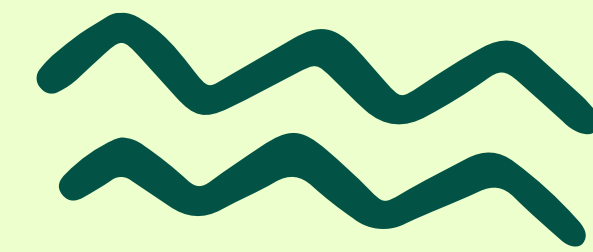




Year Five: Term 2 2026

# Curriculum Highlights



## English Writing



In Writing this term, Year 5 students explore how authors communicate ideas effectively for different purposes and audiences.

Students learn to write historical narratives, focusing on how writers combine factual historical knowledge with imaginative storytelling. They plan, draft and publish a complete narrative, developing clear structure through an orientation, complication, climax and resolution. A strong emphasis is placed on crafting engaging writing using dialogue, descriptive language, and the technique of "show, not tell", while ensuring historical accuracy.

Earlier in Term 1, students also developed their persuasive writing and this term we focus on presentation skills transforming our written texts into TED Talk-style presentations, using digital tools to communicate ideas clearly and creatively. Across all writing tasks, students are encouraged to revise and improve their work based on feedback and reflection.

### Bringing the learning home:



- Ask your child to share their historical narrative plan or draft and explain how they have included historical facts in their story.
- Read historical fiction together and discuss how authors blend fact and imagination.
- When watching talks or presentations (such as TED Talks), talk about what made the speaker persuasive or engaging and how ideas were communicated clearly.
- Encourage revision by asking simple questions like:
  - What is your most exciting part?
  - How could you show this instead of telling it?

## English Reading

In Reading this term, Year 5 students focus on developing strong comprehension skills through purposeful and thoughtful engagement with a range of texts.

Students practise key reading strategies such as synthesising information, making connections, and asking meaningful questions before, during and after reading. These strategies help students combine prior knowledge with new ideas to build deeper understanding and think critically about what they read.

Much of our reading learning is centered on the novel 'Birrung the Secret Friend,' by Jackie French. Through this text, students explore characters, setting and historical context, while also reflecting on themes and differing perspectives. Reading lessons are delivered through whole-class discussions and small literacy groups, allowing students to develop confidence, vocabulary and thoughtful responses to text.

### Bringing the learning home:



- Ask your child to summarise what they are reading and explain key events, characters or ideas.
- Discuss reading strategies such as making connections, asking questions, and synthesising information. You might ask:
  - Read together or talk about books your child is enjoying and ask them to share their questions or predictions about what might happen next.
  - Encourage your child to explain why characters behave the way they do or how the historical setting influences the story.

## Chinese



This term, our Year 5 students will learn to communicate in Mandarin through the familiar topic of daily routine. They will exchange information, ask and answer simple questions, and describe their daily activities using time expressions, time periods, transport, and common jobs. Students will learn how to tell the time, talk about morning, afternoon, and evening routines, explain how they travel to school, and introduce basic occupations. Through this topic, students will develop their listening, speaking, reading, and writing skills in meaningful contexts. Learning activities will be differentiated to support students with different language backgrounds and experiences. This approach helps students build confidence in using Mandarin, understand how language is used in everyday life, and develop basic communication and cultural awareness skills.

## Mathematics



In Mathematics this term, Year 5 students concentrate on building strong number sense, data skills and mathematical reasoning through hands-on and collaborative learning.

Students explore the connections between fractions, decimals and percentages, learning how to convert between these forms and apply them in meaningful, real-life contexts. They practise ordering and comparing fractions using number lines and develop estimation skills to check the reasonableness of solutions, particularly in budgeting scenarios.

Students also investigate data and chance. They collect, represent and interpret data using tools such as line graphs, and analyse changes over time. In chance, students conduct experiments using dice and spinners, list possible outcomes, and compare theoretical and experimental results to estimate likelihood.

These concepts are brought to life through engaging projects such as Dynamic Dominoes and the Chance Carnival, where students design and test games that apply their mathematical understanding.

### Bringing the learning home:



- Ask your child to explain how fractions, decimals and percentages are connected, using real-life examples such as money, shopping discounts, recipes or sport statistics.
- Involve your child in simple budgeting activities, such as planning a family meal within a set budget, comparing prices at the supermarket, or estimating total costs.
- Encourage your child to describe how they check if an answer is reasonable by estimating or using mental maths.
- Play games that involve chance, such as board games or card games. Ask questions like:
  - What outcomes are possible?
  - Which outcome is most likely? Why?
- Look at graphs together (for example, weather charts or sports statistics) and ask your child to interpret and explain what the data shows.

## HASS/Science



In HASS this term, Year 5 students investigate Australia's Colonial history, exploring how key events and developments have shaped the nation.

Students learn about significant periods and events such as British colonisation, the Gold Rush, and the Eureka Stockade. They examine daily life in the 1800s and explore the impact of colonisation on the Australian environment and on Indigenous Australians, with a strong focus on understanding different perspectives.

Through research tasks, timelines, creative projects, digital tools and presentations, students develop important historical skills including researching information, analysing sources, organising ideas, and presenting learning confidently. The term culminates in a final history project where students synthesise their learning and share their understanding with peers and younger students.

### Bringing the learning home:



- Ask your child to explain significant events they have learned about, such as the Gold Rush, Eureka Stockade, or early colonisation.
- Encourage your child to talk about the different perspectives they are learning about, particularly the impact of colonisation on Indigenous Australians.
- Explore your own family history or migration story and compare it to what your child is learning about Australia's past.
- Invite your child to practise explaining their final history project or research to you, helping them build confidence in presenting their learning.

Year Five: Term 2 2026

# Curriculum Highlights



## PROSPER

We will be using the PROSPER framework throughout the term to support your child's wellbeing. Students will take part in weekly lessons that explore our school norms, what it means to be a student at AISHK, and the benefits of belonging to an inclusive and connected community. These sessions will guide students in understanding how to welcome new community members and recognise the difference between healthy and unhealthy relationships. Every fortnight, students will also visit their Year 2 buddies to develop caring, supportive connections with our youngest learners. In addition, PEER support will begin this term for students in Year 3-6

Reminder... It would be fantastic if you are able to check in on Seesaw and respond to your child's learning. Examples could include:

- "I can see how hard you worked on this—well done!"
- "This shows great improvement! Keep going!"
- "You should feel proud of yourself—this is excellent."
- "I love how you kept trying even when it was tricky."



## Key Events:

### Week 1

- Wednesday 22nd April School Resumes

### Week 2

- Wednesday 29th April  
Year 5 Swim Gala 10:20am-11:45am
- Friday 1st May Labour Day

### Week 3

- Friday 8th AISHK PA Mother's Day Event

### Week 4

- Tuesday 12th May Cricket Festival
- Wednesday 13th May Mufti Day  
Jacaranda/Eucalypt

### Week 6

- Monday 25th May Buddha Birthday
- Thursday 28th May Peer Support

### Week 7

- Thursday 4th June Peer Support

### Week 8

- Thursday 11th June Peer Support
- Friday 12th June AISHK PA Father's Day  
Event

### Week 9

- Tuesday 16th June Performing Arts  
Showcase
- Friday 19th June Tuen Ng Festival

### Week 10

- Chinese Week (22nd – 26th June)
- 26th June 12pm School Holidays Begin

## ART

- Students will explore portraiture by looking at how artists represent people in different ways.
- They will experiment with a range of materials and techniques to develop observation skills and personal expression.
- Students will create artworks that communicate ideas, feelings, and individuality through visual art making.

## Music

In Term Two, students explore musical motifs and patterns as key building blocks of music through listening, performing and creating. They develop rhythmic literacy by reading, writing and performing rhythm patterns, and apply musical elements to demonstrate accuracy, control and musical understanding.

## Physical Education

After the celebration of our swimming carnivals, student will participate in court invasion sports. They will be tasked with learning rules and demonstrating basic movement tactics and transferrable skills across the two sports of Netball and European Handball.

## Health

In this unit, students develop the skills to manage their emotions, set meaningful goals, and respond to challenges with resilience. They explore how emotional responses can affect decision-making and relationships, and practise self-regulation strategies to stay calm and focused in both offline and online situations.

## Technologies: Digital and Design

This term in ICT, students are learning how to recognise, respond to and prevent cyberbullying and online harm. Through age-appropriate discussions and scenarios, students explore how to identify cyberbullying and the actions they can take to stay safe and seek help. Using the S.T.A.N.D. Up approach, students learn practical ways to support others when they experience online harm, including speaking up, offering empathy and reporting concerns appropriately. Students also explore the M.E.N.D. approach, focusing on taking responsibility for online behaviour and learning how trust can be rebuilt when harm occurs. These lessons aim to empower students to act responsibly, respectfully and safely in digital spaces.