

Year Five Curriculum Overview – Term Three, 2026

Welcome to Term 3, 2026. Below is a summary of the content to be covered in each learning area in term three.

Religious Education 	Australia's Catholic Story This unit explores the story of the Catholic Church in Australia. It focuses on the challenges faced by Catholics in their early years in Australia. Students will investigate key events and people that have shaped the identity and growth of the Catholic Church in Australia. Students will explore the school history and charism that shaped the identity of their school.														
English 	The following focus areas will be explored this term: <table><tr><td>Oral language and communication</td><td>Vocabulary</td><td>Reading fluency</td><td>Reading comprehension</td></tr><tr><td>Creating written texts</td><td>Spelling</td><td>Handwriting and digital transcription</td><td>Understanding and responding to literature</td></tr></table> During reading sessions, students will independently read or be learning in groups to develop reading, fluency, comprehension, vocabulary, conventions of language and cooperation skills. This term, our mentor text is Wonder, by R.J Palacio. All students will participate in small group instruction where they work closely with their teacher on reading and/or comprehension skills. During the Writing session, students will be working on developing skills in writing engaging and interesting persuasive and/or informative speeches and creating descriptive imaginative texts for varying audiences and purposes. They will develop and extend their writing skills through explicit teaching using correct grammar, punctuation, spelling, language devices along with exploring a variety of sentence types. We will be focusing on editing and recrafting and understanding how this helps improve our writing. PLEASE NOTE: STUDENTS WILL BE WRITING THEIR SPEECHES IN CLASS. <table><tr><td>WEEK 6 24th – 28th Aug</td><td>Round 1 - Class Level for K-5 - Each child will present to their class, and 5 students will be selected from each class to present at Round 2 - 'Grade Level'. - All 10 Kindergarten students (top 5 from each class) will continue onto Round 3 (no Round 2 for Kindergarten). </td></tr><tr><td>WEEK 7 31st Aug – 4th Sep</td><td>Round 2 - Grade Level for Years 1 – 5 - Top 5 students from each class present in front of the whole grade (10 speakers in total). - The top 4 students will be selected to present at Round 3 - 'Stage Level'. - All 10 Kindergarten students (top 5 from each class) will continue onto Round 3. </td></tr><tr><td>WEEK 8 Parents Welcome Date TBC</td><td>ROUND 3 – Stage Level; FINALS for all years - The top four students from each grade present in front of their stage. 8 students in total. - Early Stage One includes Kindergarten. Stage One includes Years 1 and 2. Stage Two includes Years 3 and 4. Stage Three includes Years 5 and 6. - From this, there will be 1st, 2nd and 3rd awarded for each stage. Times to be confirmed. </td></tr></table> During the oral language session, students will communicate for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.	Oral language and communication	Vocabulary	Reading fluency	Reading comprehension	Creating written texts	Spelling	Handwriting and digital transcription	Understanding and responding to literature	WEEK 6 24 th – 28 th Aug	Round 1 - Class Level for K-5 - Each child will present to their class, and 5 students will be selected from each class to present at Round 2 - 'Grade Level'. - All 10 Kindergarten students (top 5 from each class) will continue onto Round 3 (no Round 2 for Kindergarten).	WEEK 7 31 st Aug – 4 th Sep	Round 2 - Grade Level for Years 1 – 5 - Top 5 students from each class present in front of the whole grade (10 speakers in total). - The top 4 students will be selected to present at Round 3 - 'Stage Level'. - All 10 Kindergarten students (top 5 from each class) will continue onto Round 3.	WEEK 8 Parents Welcome Date TBC	ROUND 3 – Stage Level; FINALS for all years - The top four students from each grade present in front of their stage. 8 students in total. - Early Stage One includes Kindergarten. Stage One includes Years 1 and 2. Stage Two includes Years 3 and 4. Stage Three includes Years 5 and 6. - From this, there will be 1st, 2nd and 3rd awarded for each stage. Times to be confirmed.
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Mathematics  Throughout all these math topics students will learn to problem solve, describe, and represent mathematical situations in	During the term, students will be exploring the following areas: <table><tr><th>Weeks</th><th>Big Idea</th><th>Content Area</th></tr><tr><td>Weeks 1-2</td><td><i>Visual representations help understand aspects of the world</i></td><td>Working Mathematically Chance and Position - explore different position systems and plot precise points on a coordinate plane. - Students will present probability outcomes and represent probability on a scale of zero to one. </td></tr><tr><td>Week 3-4</td><td><i>What needs to be measured determines the unit of measurement.</i></td><td>Working Mathematically Measurement (3D Objects & Volume) - Compare, describe and name prisms and pyramids - Connect three-dimensional objects with two-dimensional representations - Choose appropriate units of measurement for capacity </td></tr></table>	Weeks	Big Idea	Content Area	Weeks 1-2	<i>Visual representations help understand aspects of the world</i>	Working Mathematically Chance and Position - explore different position systems and plot precise points on a coordinate plane. - Students will present probability outcomes and represent probability on a scale of zero to one.	Week 3-4	<i>What needs to be measured determines the unit of measurement.</i>	Working Mathematically Measurement (3D Objects & Volume) - Compare, describe and name prisms and pyramids - Connect three-dimensional objects with two-dimensional representations - Choose appropriate units of measurement for capacity					
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a variety of ways and provide reasons for supporting one possible solution over another.	Week 5-6	<i>Angles are the primary structural component of many shapes</i>	Working Mathematically Non-Spatial Measurement - estimate and describe the size of angles using known angles as benchmarks - estimate, measure and compare angles using degrees - compare 12- and 24-hour time systems and convert between them.
	Week 7-8	<i>The number system extends infinitely to very large and very small numbers.</i>	Working Mathematically Measurement and Space - Use metres and kilometres for length and distances - Measure lengths to find perimeters - Use hectares and square kilometres as units of measurement for area - Calculate the areas of rectangles using familiar metric units - Choose appropriate units of measurement for capacity - Use displacement to investigate volumes of irregular solids - Connect decimal representations to the metric system
	Week 9-10	<i>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations</i>	Working Mathematically Whole number - Read, rename, represent and order numbers up to and including billions - Interpret, compare, order and represent decimals up to thousandths - Use informal written strategies like the area model to represent and solve division problems involving whole number remainders.
Inquiry Learning: History 	This term we will be continuing to finish up our History Inquiry unit: How did colonisation affect the lives of Australian people? Throughout the unit students will learn: - What do we know about the lives of people in colonial past and how do we know? - How did an Australian colony develop over time and why? - How did colonial settlement change the environment? - What were the significant events and who were the significant people that shaped Australian colonies? <i>This unit will coincide with our overnight camp to Bathurst.</i> From Week 6 onwards, we will be starting our Science Inquiry unit: How do the properties of different materials determine their use? Throughout the unit students will learn: - How can the state of materials be changed and manipulated? - What is the result of combining materials? - Why are the characteristics of materials important when designing and producing?		
PDHPE 	Physical Education Students will refine netball skills and apply strategies in game play, focusing on teamwork and decision-making. In dance, they will choreograph, perform, and evaluate group routines. Second Step Social and Emotional Learning Program St Cecilia's is continuing to implement the Second Step, a coordinated classroom, family, and community program, designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions. UR Strong In Term 3, St Cecilia's will be beginning the UR Strong Friendship 101 – Skills Based Curriculum in PDH. URSTRONG's whole-school friendship strategy has improved the social climate in schools around the world, connecting over a million kids, parents, and teachers with a common language of friendship. We are proud to be a URSTRONG School and are committed to empowering your children with friendship skills.		

Additionally, you are invited to take advantage of a [FREE Parent Membership](#) to access hundreds of resources – including an 8 session video series. This will allow you to learn the same language & strategies being taught in the classroom through the Friendology 101 curriculum. We hope that, as a URSTRONG Family, you will reinforce the important messages of empowerment, self-compassion, & kindness at home.

Term 3	Lesson Title	Lesson Objective
Week 1	Week 1 - Second Step Program	Making a Plan and Seeking Help
Week 2	Week 2 - Second Step Program	Dealing with gossip and peer pressure
Week 3	Week 3 - Inner Ninja	This session is focused on self-compassion, teaching students how to squash ANTs (Automatic Negative Thoughts) and dispelling myths around gender stereotypes and the 'pressures of perfection'.
Week 4	Week 4 - Friendship Facts	This session anchors students in the 'truths' of friendship so they have realistic expectations in their relationships. Students also practise the art of conversation.
Week 5	Week 5 - Friend – O – Meter	This session helps students identify the difference between healthy & unhealthy friendships and friendship groups, both in-person and online, and the impact body language has on our friendships.
Week 6	Week 6 - Friendship Fires	This session teaches students, step-by-step, how to resolve conflict with a friend. They learn how to handle a friend's negative reaction and what to do if the conflict is online.
Week 7	Week 7 - Mean on Purpose	This session teaches students how to respond to intentionally cruel, rude, or mean behaviour. They reflect on the difference between low-level friendship issues and mean-on-purpose behaviour.
Week 8	Week 8 - Tricky Situations	This session highlights hot topics for this age group including: how to kindly decline, feeling caught in the middle, ways to end gossip, and navigating friendships online.
Week 9	Friendship Groups	This session focuses on the powerful influence of friends and the importance of strong boundaries. Students reflect on the difference between fitting-in vs belonging and quality vs quantity.
Week 10	Kind and Strong	This final session ties it all together, reviewing the key concepts, and students share their culminating project, "Walk a Mile in My Shoes", designed to strengthen empathy.

Visual Arts



This semester, Visual Arts will be taught by Mrs Tobin and Mrs Jordan. Throughout this Visual Arts unit, students will explore the diverse landscapes of Australia and represent them in a variety of creative ways. The unit begins with a focus on abstract art, designed to build confidence and encourage students to see themselves as artists. Students will also create artworks inspired by Aboriginal artists, using a range of tools and printmaking techniques. They will develop abstract interpretations of landscapes and Australian icons, and further strengthen their drawing skills, with an emphasis on perspective and depth through the study of cityscapes.

CAPA



This term in **CAPA with Mrs Cattabriga** students will rehearse and refine their performance skills individually and in small musical groups. They will compose their own music through instruments and digital technologies. Students will begin to understand and appreciate that music is both an outlet to express feelings through composing and a way to influence feelings through listening.

Additional Information

Class	CAPA	Library	P.E	Fitness
5 GOLD	Monday	Thursday	Wednesday	Monday
5 BLUE	Monday	Wednesday	Wednesday	Friday

Commented [TC1]: @Sarah Xuereb Please add your days and schedule

Commented [SX2R1]: Done

PBL – Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is the foundation of our school's behaviour guidelines. It focuses on explicitly teaching and reinforcing positive behaviours so students feel safe, respected and ready to learn. Each term, we introduce a timeline of focus rules, with specific expectations highlighted and taught over set weeks. This allows students to clearly understand what positive behaviour looks like and gives them time to practice and embed these skills. Consistent language and expectations help contribute to a positive school culture that supports learning, wellbeing, and successful outcomes for every child. Below are the PBL rules outlined for the term.

Term 3	Rule	Skill
Week 1-2	Cooperate	Learn and let others learn
Week 3-4	Act Safely	Be in the right place at right time
Week 5-6	Be respectful	Do your personal best
Week 7-8	Act Safely	Problem Solve
Week 9-10	Cooperate	Take turns and include others

Home Learning Due Fridays

It is important that our students are organised and proactive in completing and submitting their homework. This is an important skill in preparation for high school.

PDH – Second Steps Homework

Students will continue to be given weekly home-link tasks at the start of this term based around the Second Step program; these home-link tasks will reinforce the learning completed in class and need to be signed off by parents in the space provided.

English

Students should read independently as much as possible (the recommended time frame for a stage 3 student to read is 20 to 30 minutes a day). This could be bedtime reading, reading to siblings, newspapers, magazines etc. Students borrow a 'good fit' book each week to keep in class which they use for independent reading time. Students are also encouraged to borrow a 'good fit' book to keep at home during the week to support their reading at home.

Mathematics

The students will also be required to continue to practise their **multiplication tables** as part of their home learning. At school, a great resource we have been using is www.alto.guru. Your child has been provided with a login to access at home. This is essential in successfully solving a wide variety of mathematical problems throughout their life. Additionally, the students will be sent home a mathematics consolidation task to complete.

IMPORTANT DATES AND EVENTS FOR YEAR 5

- 5B - Fr Raul Visit – (Week 1)
- 5G - Fr Raul Visit – (Week 2)
- Goal Setting Meetings – (Week 2)
- Bathurst Excursion Dates – 20th and 21st of August (Week 5)
- Monday 24th August – PUBLIC SPEAKING SPEECHES DUE. Presenting at Class Level (Week 6)
- Monday 31st August – PUBLIC SPEAKING SPEECHES. Presenting at Stage Level (Week 7)
- Father's Day Breakfast, Liturgy and Book Week Parade – Year 5 Leading – Friday 3rd September (Week 7)
- Wellbeing Week (Week 8)
- Tracksuit Tuesday – Tuesday 8th September
- School Disco – Friday 11th September

Home/School Communication

If you have any concerns regarding your child's education, please arrange an interview time with your child's teacher or communicate via the school office using the following email address: scw@dbb.catholic.edu.au

We look forward to another great term of learning!

Mrs Michaela Doughty, Mrs Tenille Callaghan and Mrs Karla Williams