



## English Yearly Overview Scope and Sequence

Stage 3 | Year 5 | 2025

	Term 1	Term 2	Term 3	Term 4
<b>Duration</b>	Week 1-11	Week 1-9	Week 1-10	Week 1-8
<b>Unit Title</b>	Journaling in Time	Shaping Insights: Crafting Informative Narratives	What a disaster!	Sticky Messages
<b>Textual Form</b>	Imaginative/Informative	Informative/Hybrid Text	Imaginative/informative hybrid text	Persuasive Writing
<b>Driving Texts</b> (full text lists below)	August and Jones by Pip Harry	PB - <i>Meanwhile back on Earth</i> by O. Jeffers <b>WEBSITES</b> - <a href="https://science.nasa.gov/eyes/">Waste in Space</a> <a href="https://science.nasa.gov/eyes/">https://science.nasa.gov/eyes/</a> NOVEL - <i>A Rover's Story</i> by Jasmine Warga	Fire, Drought, Cyclone and Flood by Jackie French Bindi by Kirli Saunders	Mackaroy Uncovered Podcast by the ABC Short & Curly Podcasts ABC
<b>Text Concept</b>	Characterisation, Narrative, Theme  (Archetypes and Stereotypes)	Authority	Imagery, symbols and connotation	Imagery, symbols and connotation
<b>Related KLAS</b>	History	Science and Technology	Geography	
<b>Overview</b>	<p><b>Big Idea: How do characters influence and build the deeper themes within a story?</b></p> <p>In this unit, students will explore the key themes in the novel <i>August and Jones</i> by Pip Harry, with a focus on friendship, resilience, and inner strength.</p> <p>They will analyse the three main characters in depth, gaining a strong understanding of how the author weaves these themes into the story. This study will also help students develop empathy as they examine the emotional depth of the characters and how the author creates a meaningful connection with readers.</p> <p>In their writing, students will work with mentor texts, including journals and biographies, to gain insight into life in colonial Australia. Drawing inspiration from these historical perspectives, they will create their own imaginative and</p>	<p><b>Big Idea: How might we transform data and information into clear and meaningful dialogue?</b></p> <p>In this unit, students will explore the informative genre of information based texts, identifying their key text structures and language forms and features. They will compare and contrast different forms of information based texts, such as those written in an expository style, as an infographic such as NASA's <a href="https://science.nasa.gov/eyes/">Waste in Space</a> and those written in narrative non-fiction. In narrative non-fiction, they will investigate the way in which composers combine informative detail with fictional elements using texts such as Oliver Jeffers, 'Meanwhile back on Earth'.</p> <p>Drawing upon what they have learned, students will create several informative texts of their own, including information reports, an infographic exploring a planet of choice (matching what they have chosen in</p>	<p><b>Big Idea: How does the visual power of illustration and language through imagery create lasting impact?</b></p> <p>In this unit, students will explore hybrid texts that combine imagination and information to depict the impact of natural disasters on people and the environment. They will analyse text structures and language features used by authors, fostering a deeper understanding of how and why these narratives are structured in specific ways.</p> <p>Students will compare the purposes for different texts and consider why authors and illustrators have structured texts in particular ways. They will also analyse how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading. Moreover, students will understand that texts, such as poetry, may include innovative</p>	<p><b>Big Idea: How might we effectively harness the power of language to make change?</b></p> <p>In this unit, students will explore how persuasive texts are structured and how language is used to strengthen arguments. They will closely examine the choices made by authors and speakers in persuasive writing, with a special focus on how different media—such as images, videos, and interactive elements—can make arguments more powerful. Students will also learn to recognise the different purposes of persuasive texts, from those designed to entertain to those aimed at convincing an audience.</p> <p>Throughout the unit, students will create a series of connected persuasive pieces. This will include writing a persuasive essay, designing an interactive "sticky message" poster, and working</p>

	<p>informative journal entries, offering a unique reflection on the experiences of a character influenced by <i>August and Jones</i>.</p> <p>By the end of this unit, students will have a deeper appreciation for literary themes and character development. They will be explicitly taught how to refine their ability to write narratives that evoke emotion and engage their audience.</p>	<p>Science and Technology) and a short documentary of what would happen if we lived on that planet. Students will describe the rover they have designed in Science and Technology and how it will work on the chosen planet.</p>	<p>use of punctuation and vocabulary and will experiment with this to suit the purpose and for effect.</p> <p>By the conclusion of this unit, students are expected to appreciate the intricate art of writing hybrid texts and would have developed skills in analysing, constructing, and presenting narratives that effectively convey the experiences and consequences of natural disasters.</p>	<p>collaboratively to produce a video ad campaign or website.</p>
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Outcomes				
EN3-OLC-01				
EN3-VOCAB-01				
EN3-RECOM-01				
EN3-CWT-01				
EN3-SPELL-01				
EN3-HANDW-01				
EN3-HANDW-02				
EN3-UARL-01				
EN3-UARL-02				