



Year 5 - Term 1 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	<i>Class Teacher</i>	<p>Speaking and Listening – Informative Presentation</p> <p>In this unit, students read and explore a range of information reports on real-world topics.</p> <p>They learn how informative texts are organised using:</p> <ul style="list-style-type: none"> • clear introductions and conclusions • paragraphs with topic sentences • headings and subheadings • factual and topic-specific vocabulary • images and diagrams to support understanding <p>Students practise identifying key information and sharing their ideas clearly using supporting details.</p> <p>Students then plan and deliver their own oral informative presentation. They focus on:</p> <ul style="list-style-type: none"> • organising ideas using a clear structure • sharing and expanding on their ideas • speaking confidently and clearly • using appropriate tone, pace and volume • using topic-specific vocabulary • engaging the audience
	Assessment tasks and weeks administered	<p>Assessment task: Speaking and Listening – Informative Presentations</p> <p>Formatively assessed throughout Term 1</p> <p>Summative assessment: Term 2 Week 4</p>
Mathematics	<i>Class Teacher</i>	<p>In Mathematics this term, students develop their understanding of space, position and data through hands-on investigations and problem-solving tasks.</p> <p>Students learn to:</p> <ul style="list-style-type: none"> • use grid coordinates to locate positions on maps and grids • move shapes using translations, reflections and rotations • identify and describe symmetry • describe changes and what stays the same after transformations • collect and organise data • create graphs using digital tools • identify the mode and describe patterns in data • interpret and compare information shown in graphs <p>Students apply these skills to real-life situations and explain their mathematical thinking.</p>
	Assessment tasks and week administered	<p>Assessment Task 1: Space</p> <p>Weeks: 4 & 5</p> <p>Assessment Task 2: Statistical Investigation</p> <p>Weeks: 9</p>

Science	Class Teacher	<p>In this unit, students explore how living things survive in different environments.</p> <p>They investigate how the physical features (form) and behaviours of plants and animals help them meet their needs and stay alive in challenging habitats.</p> <p>Students learn to:</p> <ul style="list-style-type: none"> • identify features and behaviours that help living things survive • compare how different plants and animals adapt to their environment • ask questions and research information • plan safe investigations • collect and record information • explain patterns and relationships • use scientific vocabulary to communicate their ideas <p>Students also explore biomimicry, learning how people use ideas from nature to solve real-world problems.</p>
	Assessment tasks and week administered	<p>Assessment task: Survival Strategies Investigation</p> <p>Weeks: 9</p>
Humanities & Social Sciences	Class Teacher	<p>Students explore how Australia became a nation and how our democracy works today.</p> <p>They learn about:</p> <ul style="list-style-type: none"> • Federation and important historical figures • the three levels of government • how laws are made • rights and responsibilities of citizens • how citizenship rights have changed for different groups over time <p>Students research information, analyse sources and communicate their ideas in a range of ways.</p>
	Assessment tasks and week administered	<p>Assessment task: Developing Citizenship in Australia</p> <p>Part A: Federation museum display</p> <p>Part B: Government and citizenship activities</p> <p>Part C: Citizenship case study</p> <p>Assessed in Term 2</p>
Health and Physical Education	Specialist Teacher	<p>Health: Multicultural Australia</p> <p>Students gain an understanding of multiculturalism by examining.:</p> <ul style="list-style-type: none"> • the changing nature of Australia's cultural identity through exploring the influence of people and places • How sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding. <p>Physical Education: Built for B-Ball</p> <p>During Basketball activities and games students will learn to...</p> <ul style="list-style-type: none"> • Perform specialised skills - dribbling, pivoting, passing, shooting, lay-up, rebounding • Combine movement concepts and strategies in game situations • Demonstrate fair play and skills to work collaboratively
	Assessment tasks and week administered	<p>Assessment task: Health (Collection of Work)</p> <p>Weeks: 5, 8 and 9</p>

		Assessment task: PE (Practical) Weeks: 7-10
The Arts Strand: <i>Music</i>	Miss T. Chang	Students are learning to: <ul style="list-style-type: none"> • extend their musical knowledge and recorder skills through new recorder notes and rhythmic symbols. • decode the music notes from the songs • present stage presence and engagement in the lessons.
	Assessment Tasks and week administered	Assessment Task: Performance Weeks: 8 & 9
The Arts Strand: <i>Visual Arts</i>	Classroom Teacher	Say It with Art – Mixed Media Sculpture In this unit, students explore how artists use materials, techniques and visual elements to communicate ideas and meaning. They investigate mixed media sculptures from different cultures, times and places and discuss how artworks can express messages about real-world or social issues. Students learn to: <ul style="list-style-type: none"> • explore and analyse artworks • identify how colour, shape, form and materials communicate meaning • plan and design their own sculpture • safely use a range of tools and materials • create a mixed media artwork that expresses a personal viewpoint • explain their ideas using arts vocabulary Students plan, make and display a sculpture that communicates a message to an audience.
	Assessment Tasks and week administered	Assessment Task: Collection of Work – Mixed Media Sculpture Part A – Making: Plan, design and create a mixed media sculpture that expresses a personal view about a social issue. Part B – Responding: Explain the ideas and influences behind their artwork and describe how visual features communicate meaning. Week: 8 & 9