



# Year 5 - Term 2 2026

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
<b>English</b>	Class Teacher	<p><b>Speaking and Listening Informative Presentation</b></p> <p>In this unit, students read and explore a range of information reports on real-world topics, with a focus on Australia's past and present.</p> <p>They learn how informative texts are organised using:</p> <ul style="list-style-type: none"> <li>• clear introductions and conclusions</li> <li>• paragraphs with topic sentences</li> <li>• headings and subheadings</li> <li>• factual and topic-specific vocabulary</li> <li>• images and diagrams to support understanding</li> </ul> <p>Students develop their reading comprehension skills by identifying key information, making connections, and explaining their understanding using evidence from the text. These skills are assessed through a Reading Comprehension Task, where students respond to questions about an unseen information text.</p> <p>Students also build their writing skills by planning and creating their own Information Report, using appropriate structure, vocabulary, and factual detail. This task is formally assessed.</p> <p>Students then plan and deliver their own oral informative presentation. As part of this, students will re-enact information through role play to demonstrate their understanding in an engaging and meaningful way.</p> <p>They focus on:</p> <ul style="list-style-type: none"> <li>• organising ideas using a clear structure</li> <li>• sharing and expanding on their ideas</li> <li>• speaking confidently and clearly</li> <li>• using appropriate tone, pace and volume</li> <li>• using topic-specific vocabulary</li> <li>• engaging the audience</li> </ul>
	Assessment Tasks and week administered	<p>Reading Comprehension (<b>Week 4</b>)</p> <p>Information Report (<b>Week 5</b>)</p> <p>Speaking and Listening Informative Presentation (<b>Week 6-8</b>)</p>
<b>Mathematics</b>	Class Teacher	<p><b>Mathematics Number</b></p> <p>In this unit, students develop their understanding of number by exploring factors, multiples and divisibility. They learn to represent numbers in different ways and use strategies to check whether calculations are reasonable through estimation.</p> <p>Students apply their knowledge to solve real-world problems using mathematical modelling. They plan and make decisions, choose appropriate operations, and explain their thinking when solving practical problems involving money.</p> <p>As part of the assessment, students complete a combination of short-response questions and a project. They demonstrate their understanding by identifying factors and multiples, using estimation to check calculations, and applying mathematics to plan an activity that makes a profit. Students explain their reasoning, show their working, and communicate their solution clearly.</p>

	Assessment Tasks and week administered	Part A: Short Response (Factors, Multiples and Estimation) <b>Week 4</b> Part B: Mathematical Modelling Project <b>Week 8</b>
Science	Class Teacher	<p><b>Chemical Sciences</b></p> <p>In this unit, students explore the properties of solids, liquids and gases and how these relate to the way particles are arranged and move. They learn how different states of matter behave and how this explains observable features such as shape, volume and flow.</p> <p>Students develop their scientific inquiry skills by investigating changes to matter, identifying variables in experiments, and understanding the importance of fair testing. They also collect and represent data using tables and graphs to identify patterns, trends and relationships.</p> <p>This unit supports students to build their understanding of matter and apply scientific thinking to explain how materials behave in everyday situations.</p>
	Assessment Tasks and week administered	Part A: Explaining Properties of Matter <b>Week 5</b> Part B: Identifying Variables <b>Week 7</b> Part C: Patterns, Trends and Relationships <b>Week 8</b>
Humanities & Social Sciences	Class Teacher	<p><b>Australia Past and Present</b></p> <p>Students investigate a moment in time from Australia's past or present. They conduct their own research to develop an understanding of the event, including what happened and why it is significant.</p> <p>Students demonstrate their understanding through a written response, where they explain the event using relevant information and evidence.</p> <p>Students also participate in a re-enactment (role play), bringing the moment in time to life by representing people, perspectives or events.</p> <p>This task assesses students' ability to research, explain historical events, and communicate their understanding through both written and performance-based responses.</p>
	Assessment Tasks and week administered	Part A: Research and Written Response <b>Week 4</b> Part B: Role Play (Re-enactment) <b>Week 6-8</b> Part C: Response <b>Week 8</b>
Health and Physical Education	Specialist Teacher	<p><b>Health: Let's All Be Active</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>investigate how physical activity creates opportunities for different groups to work together</li> <li>identify how physical activity contributes to individual and community wellbeing</li> <li>collect information on physical activity participation in their school setting</li> <li>explore how technology can support participation in physical activity.</li> </ul> <p><b>Physical Education: Fitness Fun</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>practise and refine athletic skills of running, throwing and jumping in a variety of movement situations</li> <li>explore the health-related fitness components of a range of physical activities</li> <li>apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.</li> </ul>

	Assessment Tasks and week administered	<b>Assessment Task:</b> Health (Assignment / Project) <b>Weeks:</b> 7 and 8 <b>Assessment Task:</b> PE (Practical) <b>Weeks:</b> 6 - 8
<b>The Arts Strand: Music</b>	Specialist Teacher	<b>MUSIC</b>  Students are learning to: <ul style="list-style-type: none"> <li>• create a melodic composition by using D pentatonic scale on the Recorder.</li> <li>• write their melodic composition on the Music Staff with correct position and rhythm</li> <li>• perform their melodic composition with steady beat and pleasing sound.</li> </ul>
	Assessment Tasks and week administered	<b>Assessment Task:</b> Composition and Performance <b>Weeks:</b> 6-8
<b>The Arts Strand: Drama</b>	Classroom Teacher	<b>The Arts – Drama (Australia: Past and Present)</b> In this unit, students explore Australia’s past and present through drama and role play. They develop their understanding of historical events and perspectives by re-enacting moments in time, such as life during early settlement and life in modern Australia.  Students use voice, movement, and expression to bring their ideas to life, while working collaboratively to plan and perform short role plays. They focus on communicating ideas clearly, showing understanding of different viewpoints, and engaging an audience.  This unit supports students to deepen their understanding of history while building confidence, creativity and communication skills through performance.
	Assessment Tasks and week administered	The Arts (Drama) – Re-enactment of Australia’s Past and Present <b>(Weeks 6-8)</b>
<b>Languages (L.O.T.E.) Japanese</b>	Specialist	Students are introduced in learning and developing more confidence in their knowledge and understanding of their basic conversation. Learning to practice & write Japanese Kanji numbers. As well as some Japanese culture & basic general knowledge about Japan. Introduced and practice basic conversation: Rythm, pronunciation, intonation etc.
	Assessment Tasks and week administered	Assessment Task: Begin to use familiar kanji numbers to read and write. Have basic conversations with their partner (classmates). Understanding and a basic general knowledge of Japanese and variety of Japanese culture.  <b>Weeks: 5-7</b>