



## Year 5 - Term 1 2025

### Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
<b>English</b>	Class Teacher	<p><b>English: Narrative</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend a range of short stories created to engage audiences</li> <li>• explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts</li> <li>• explain how characteristic text structures support the purpose of texts</li> <li>• explain how language features including literary devices, and visual features contribute to the effect and meaning of a text</li> <li>• create a written short story using the narrative structure (orientation, complication, climax, resolution, conclusion) to engage an audience develop and expand on ideas with supporting details including setting, characterisation and using varied techniques (imagery, action, dialogue)</li> <li>• use paragraphs to organise, develop and link ideas (time connectives)</li> <li>• use language features including:               <ul style="list-style-type: none"> <li>- complex sentences (main and subordinate clauses, conjunctions)</li> <li>- tense</li> <li>- topic-specific vocabulary (precise verbs and literary devices (expanded noun groups, simile, metaphor, personification)</li> <li>- punctuation – sentence boundary including capital letters, full stops, exclamation &amp; question marks; capital letters for proper nouns, commas for lists and prepositional phrases, possessive apostrophes (singular and multiple) and quotation marks for direct speech</li> </ul> </li> <li>• spell using phonic, morphemic and grammatical knowledge reread and edit work for meaning using success criteria</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<b>Assessment Task:</b> Short Story (written) – <b>Week:</b> 8, 9, 10
<b>Mathematics</b>	Class Teacher	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>• use a range of materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals.</li> <li>• use materials, diagrams or arrays to become efficient with multiplication facts.</li> <li>• locate and move positions within a grid coordinate system to pinpoint specific locations.</li> <li>• recognise what stays the same and what changes when shapes undergo transformations.</li> <li>• use physical materials and dynamic geometric software to perform transformations.</li> <li>• plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<p><b>Assessment Task:</b> Space - Perform and describe transformation of shapes, identify symmetries and use grid coordinates - <b>Weeks:</b> 4/5</p> <p><b>Assessment Task:</b> Statistical investigation - Plan and conduct statistical investigations to collect, represent and interpret data - <b>Week:</b> 9</p>
<b>Science</b>	Class Teacher	<p>Students are learning about:</p> <ul style="list-style-type: none"> <li>• examine the structural features and behavioural adaptations that assist living things to survive in their environment.</li> </ul>

		<ul style="list-style-type: none"> <li>how science uses evidence and data to develop explanations.</li> </ul> <p>Students are learning how to:</p> <ul style="list-style-type: none"> <li>investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<b>Assessment Task:</b> Design creatures with adaptations that are suitable for survival in prescribed environments. <b>Weeks:</b> 7, 8, 9 & 10
<b>Humanities &amp; Social Sciences</b>	Class Teacher	<p>Students are learning about:</p> <ul style="list-style-type: none"> <li>the natural and human characteristics of places and how people interact with these places.</li> </ul> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>develop skills in interpreting maps, gathering geographical data and drawing conclusions.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<b>Assessment Task:</b> Investigation – How do people and environments interact and help each other? <b>Weeks:</b> Ongoing throughout the term.
<b>Health and Physical Education</b>	Specialist Teacher	<p><b>HEALTH – Who Influences Me?</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>explain the influence of people and place on identities.</li> <li>construct a health message for their peers.</li> </ul> <p>Students are learning about:</p> <ul style="list-style-type: none"> <li>how important people in their lives, and the media can influence health behaviour.</li> </ul> <p><b>PHYSICAL EDUCATION – Ulti-MATES (frisbee)</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>develop and perform the specialised movement skills of passing and catching a frisbee.</li> <li>propose and combine movement concepts and strategies to achieve outcomes in Ultimate Frisbee.</li> <li>demonstrate fair play during game situations.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<p><b>HEALTH:</b> Project – Investigate role models and their influence on health behaviours and apply a problem-solving process to create a health message for their peers. - <b>Weeks:</b> 5, 8 &amp; 10.</p> <p><b>PE (Practical)</b> Perform the specialised movement skills of Frisbee and combine movement concepts and strategies in game situations. Demonstrate fair play and skills to work collaboratively during Ultimate Frisbee games. - <b>Weeks:</b> 8, 9 &amp; 10.</p>
<b>The Arts Strand: Music</b>	Specialist Teacher	<p>Students are learning to:</p> <ul style="list-style-type: none"> <li>extend their musical knowledge and performance skills using the Recorder.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<b>Assessment Task:</b> Performance, stage presence and engagement in lessons. <b>Weeks:</b> 8 & 9
<b>Languages (L.O.T.E.) Japanese</b>	Specialist Teacher	<p>Students are learning about:</p> <ul style="list-style-type: none"> <li>the concept of family in Japan and making connections with their own experiences.</li> <li>similarities and differences in greeting others in a variety of scenarios e.g., between friends, family members and teachers.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<b>Assessment Task:</b> Students will be assessed on their speaking skill, presenting information about themselves at word and simple sentence level using formulaic (patterned structure) and modeled language. Students will use Japanese rhythm, intonation and tone as well as culturally appropriate gestures. <b>Weeks:</b> Ongoing throughout the term.

<p><b>The Arts</b>  <b>Strand:</b> Visual  Arts</p>	<p>Class Teacher</p>	<p><b>The Animal Within</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.</li> </ul>
	<p><b>Assessment Tasks  and week administered</b></p>	<p><b>Assessment Task:</b> Collection of work: Making and Responding  <b>Weeks:</b> Ongoing throughout the term.</p>