



# Year 5 - Term 2, 2025

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<b>ENGLISH: Information Report</b>  Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics.  Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs, with a concluding statement and using specialist and technical vocabulary. Students express and develop ideas using language features, including complex and cohesive sentences, and visual features to enhance meaning. They use phonic, morphemic and vocabulary knowledge to spell unfamiliar words accurately.  By the end of the unit, students listen to, create and present spoken and/or multimodal texts. They use a variety of the features of voice to present information with appropriate structure, language features and supporting details from sources or topics.
	Assessment Tasks and week administered	<b>Assessment Task:</b>  Reading Comprehension (short answer response) <b>Week: 7</b>  Information Report Presentation (spoken) <b>Week: 8</b>
Mathematics	Class Teacher	<b>MATHEMATICS: Number, Algebra and Measurement</b>  Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none"><li>• use physical and virtual materials to experiment with factors and multiples</li><li>• use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division*</li><li>• build fluency and understanding of multiplication facts</li><li>• develop efficient strategies to multiply and divide</li><li>• use mathematical modelling to solve financial problems involving natural numbers and operations, and report on insights and conclusions reached</li><li>• use estimation strategies to check the reasonableness of calculations when solving problems</li><li>• apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems.</li></ul>
	Assessment Tasks and week administered	<b>Assessment Task:</b>  Number: Identifying factors and multiples using estimation strategies <b>Week: 4</b>  Number: Planning an event using mathematical modelling <b>Week: 8</b>
Science	Class Teacher	<b>SCIENCE: Our Place in the Solar System</b>  In this unit students will describe the key features of our solar system including planets and stars. They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations

		to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> Students create an information report to describe the key features of the solar system, the contributions made to our scientific knowledge of space and the scientific developments made in space technologies. <b>Week: 7</b>
<b>Humanities &amp; Social Sciences</b>	<i>Class Teacher</i>	<b>HASS: Consumer decision making in Australian communities</b>  In this HASS unit, students propose and evaluate business ideas. <ul style="list-style-type: none"> <li>Topics include: needs and wants, scarcity, natural, human and capital resources, ways societies use resources, factors influencing consumer's decisions, strategies for informed personal consumer and financial decisions.</li> <li>Students recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> Plan a business to benefit your community Create and compare business ideas to select the best one for your community. <b>Weeks: 6-8</b>
<b>Health and Physical Education</b>	<i>Specialist Teacher</i>	<b>HEALTH - Healthy Habits</b>  Students are learning about: <ul style="list-style-type: none"> <li>the concepts of health and wellbeing</li> <li>the importance of healthy habits as a preventative measure</li> </ul> Students are learning to: <ul style="list-style-type: none"> <li>identify good habits and how they contribute to overall health and wellbeing</li> </ul> <b>PHYSICAL EDUCATION - Track Attack</b>  Students are learning to: <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>manipulate the elements of movement of athletic skills to improve performance</li> </ul>
	<b>Assessment Tasks and week administered</b>	<b>HEALTH:</b> Informative response (written) - describe their own and others' contributions to health and wellbeing, access and interpret health information, and apply problem-solving skills to enhance their own and others' health and wellbeing. <b>Weeks: 7 and 8</b>  <b>PE:</b> Practical - perform the specialised athletic skills of running, throwing and jumping in authentic situations, and perform short movement sequences. <b>Weeks: 5 – 8</b>
<b>The Arts Strand: Music</b>	<i>Specialist Teacher</i>	<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>
	<b>Assessment Tasks and week</b>	<b>Assessment Task:</b> Composition and Performance

	<b>administered</b>	<b>Weeks: 7-8</b>
<b>The Arts</b> <i>Strand: Visual Arts</i>	<i>Class Teacher</i>	<b>VISUAL ARTS: The Animal Within</b>  Students are learning to: <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>
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task: Collection of work - Making and Responding</b>  Students create a paper mache sculptural artwork using animal representations to explore a personal view.  <b>Weeks:5-8</b>
<b>Languages</b> <b>(L.O.T.E.) Japanese</b>	<i>Specialist Teacher</i>	<b>JAPANESE:</b> This term students will use Japanese language to communicate ideas relating to the concept of family and personal identity. Students will introduce themselves and other family members, interact with peers about family members and identify language and behaviours that reflect relationships and values in Japanese society.
	<b>Assessment Tasks and week administered</b>	<b>Assessment Task:</b> Students will be assessed on their speaking skill, presenting information about themselves and their family at the simple sentence level using formulaic and modeled language. Students will use Japanese rhythm, intonation and tone as well as culturally appropriate gestures.  <b>Week: 7 &amp; 8</b>