



# Year 5 - Term 3, 2025

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<b>Year 5 English: Gold Rush Persuasive Speaking</b> In this unit, students: <ul style="list-style-type: none"><li>• explore life on the Australian goldfields through a variety of historical and literary texts.</li><li>• consider different perspectives and challenges faced by people during the gold rush.</li><li>• explore how persuasive language can influence audiences, and how point of view can shape a message.</li><li>• identify how point of view, precise language choices, persuasive devices, and text structures are used to position an audience and shape meaning.</li><li>• apply this knowledge to create a historical vlog, presenting a persuasive argument (in character) to a colonial authority, advocating for change on an issue faced by their gold rush group (e.g. miners, migrant workers, police).</li><li>• use persuasive devices, deliberate language choices, and features of voice to enhance their argument, while experimenting with multimodal elements such as visuals, sound, and pacing to strengthen their message.</li><li>• build skills in persuasive speaking through reading, viewing, planning, rehearsing, and presenting in both real-world and imagined contexts.</li></ul>
		<b>Assessment Tasks and week administered</b> <b>Task:</b> Create a vlog to present an argument to a person of importance <b>Week:</b> 9
Mathematics	Class Teacher	<b>Unit description</b> Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none"><li>• use mathematical modelling to solve practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context</li><li>• use common percentages to make proportional comparisons of quantities</li><li>• use appropriate instruments and digital tools to construct and measure angles in degrees</li><li>• use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces.</li></ul>
		<b>Assessment task 3.1 Number and mathematical modelling</b> <b>Purpose:</b> To order and represent, add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents. To use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations.  <b>Part A:</b> Fractions with the same or related denominators <b>Week:</b> 5  <b>Part B:</b> Represent percentages and connect to fractions and decimal equivalents <b>Week:</b> 7  <b>Assessment task 3.2 Measurement and space</b> <b>Purpose:</b> To connect objects to their nets. To choose and use appropriate metric units to measure length, mass and capacity and solve problems involving perimeter and area. To estimate, construct and measure angles in degrees.  <b>Task:</b> Adapt a recipe  <b>Week:</b> 9

Science	Class Teacher	<b>Physical Science – Exploring the Transfer of Light</b> <b>In this unit, students:</b> <ul style="list-style-type: none"> <li>investigate the properties of light and the formation of shadows.</li> <li>investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height.</li> </ul>
	Assessment Tasks and week administered	<b>Task: Transfer of Light</b> Complete an experimental investigation about light. There are three parts to the challenge.  <b>Part A: The magic of light</b> Construct a model of a maze using a template and then transmit light through the maze using mirrors.  <b>Part B: 'TADA!'</b> Use your scientific knowledge to alter the appearance of the light exiting the maze.  <b>Part C: Light up my life!</b> Describe how a light source invention can affect a person's life and help solve a problem.  <b>Week: 9</b>
Humanities & Social Sciences	Class Teacher	<b>Communities in colonial Australia (1800s)</b> <b>In this unit, students:</b> <ul style="list-style-type: none"> <li>examine key events related to the development of British colonies in Australia after 1800</li> <li>identify the economic, political and social reasons for colonial developments in Australia after 1800</li> <li>investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment</li> <li>locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia</li> <li>present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community</li> <li>identify different viewpoints about the significance of individuals and groups in shaping the colonies</li> <li>sequence significant events and developments that occurred during the development of colonial Australia using timelines.</li> </ul>
	Assessment Tasks and week administered	<b>Task:</b> To investigate the effects of the discovery of gold on the lives of people in Australia. To explain the values and processes of Australia's democracy.  <b>Assessment Task: Portfolio of Work</b> Use sources to respond to inquiry questions. Create texts that illustrate the changes caused by gold discoveries in Australia.  <b>Week: 4 - 8</b>
Health and Physical Education	Specialist Teacher	<b>HEALTH - Growing Up</b> Students are learning about: <ul style="list-style-type: none"> <li>developmental changes and transitions that occur as they grow older</li> <li>strategies available to assist them with the transition.</li> </ul> <b>PHYSICAL EDUCATION - Hockey 1... 2... 3</b> Students are learning to: <ul style="list-style-type: none"> <li>perform specialised movement skills (dribbling, passing, stopping, tackling) in the context of Hockey.</li> <li>combine movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges.</li> <li>demonstrate fair play and skills to work collaboratively during activities and games.</li> </ul>

	<b>Assessment Tasks and week administered</b>	<p><b>HEALTH:</b> Collection of Work - Students investigate developmental changes and transitions associated with growing up and access and interpret health information to create 'The development game'.  <b>Weeks:</b> 8 – 10</p> <p><b>PE:</b> Practical - Students perform the specialised movement skills of Hockey, and combine movement concepts and strategies in game situations. They demonstrate fair play and skills to work collaboratively during Hockey games.  <b>Weeks:</b> 7 - 10</p>
<b>The Arts</b> <b>Strand: Music</b>	<i>Specialist Teacher (Music)</i>	<p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• extend their musical knowledge and performance skill through the musical instrument- Ukulele.</li> <li>• be able to play Ukulele with correct fingerings and at correct position.</li> <li>• perform known song through singing in tune, following the beat, playing correct drumming pattern and chords on Ukulele.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Performance  <b>Weeks:</b> 7-9</p>
<b>Technology</b> <b>Strand: Digital</b>	<i>Class Teacher</i>	<p><b>Digital Technology – Data Changing Our World</b>  In this unit, students:</p> <ul style="list-style-type: none"> <li>• explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.</li> </ul> <p>Learning opportunities include:</p> <ul style="list-style-type: none"> <li>• exploring how community organisations collect data and present information to meet community needs</li> <li>• visualising data to create information that is easily understood</li> <li>• creating a data-driven solution that processes user input to provide information about a reading challenge.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<b>Not Assessed in year 5</b>
<b>Languages</b> <b>(L.O.T.E.) Japanese</b>	<i>Specialist Teacher</i>	<p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• Read and write times in using Japanese kanji for numbers and appropriate counting words.</li> <li>• Read and write the days of the week using Japanese kanji.</li> <li>• Conjugate Japanese verbs to write sentences about school.</li> <li>• Use Japanese to answer questions about a school timetable.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> A formative, monitoring assessment of telling time and reading a school timetable in Japanese.  <b>Weeks:</b> 8-9</p>