Aspley State School
2025 Term 4 Parent Term Overview: Year 5

Key Learning Areas	Overview of Learning	Assessment Items
English	Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters. Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view. Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.	**Reading, viewing and comprehending narrative texts** Students read, view and comprehend an imaginative text **Writing and creating imaginative texts** Students create a written narrative including a supporting image.
Mathematics	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use place value to order decimals • use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns • use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one- and two-digit numbers and divide by single digit numbers • find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays • develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.	**Number, algebra and computational thinking** Students write and order decimals, multiply large numbers by one- and two-digit numbers and divide by single-digit numbers, find unknown values in numerical equations, and create and use algorithms to explain patterns in factors and multiples of numbers. **Probability and probability experiments and simulations** Students conduct repeated chance experiments, estimate likelihoods, and compare likely and unequally likely outcomes to solve a problem.
Science	Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways.	
Humanities and Social Sciences (HASS)	**How have people enacted their values and perceptions about their community, other people and places, past and present?** Students investigate democratic values and processes in the school community and will: • Identify the importance of values and processes to Australia's democracy • Describe different views on how to respond to an issue or challenge and identify different viewpoints • Work with others to generate alternative responses to an issue or challenge • Present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. • Recognise that choices need to be made when allocating resources and describe factors that influence their choices as consumers • Identify strategies that can be used to inform these choices	
Health and Physical Education (HPE)	**Health**: Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition. **Physical Education**: Students perform the specialised movement skills of throwing and catching in the context of Tchoukball/Basketball. They propose and combine Tchoukball/Basketball. movement concepts. and strategies in game situations to achieve movement outcomes and solve movement challenges. Students apply social and personal skills to demonstrate fair play.	
The Arts: Visual Arts	Students explore the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose. They explain the work of designers who respond to culture, time and place, including Aboriginal, Torres Strait Islander and Asian designers, and use this in the development of their own artworks.	
Languages: Japanese	**What are personal spaces?** - students explore the concept of personal spaces within their home environment and the target country.	
The Arts: Music	Students make and respond to music through composition, developing technical and expressive skills in singing and playing instruments with an understanding of rhythm, pitch and form in a range of pieces and explain how the elements of music communicate meaning.	