



Aspley State School

2026 Term 2 Parent Term Overview: Year 5

| Key Learning Areas | Overview of Learning | Assessment Items |
|---------------------------------------|---|--|
| English | <p>Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.</p> | <p>Reading Comprehension</p> <ul style="list-style-type: none"> Students read, view and comprehend an informative text <p>Writing and Creating Informative Text</p> <ul style="list-style-type: none"> Students create a written and multimodal informative text for an audience |
| Mathematics | <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> use physical and virtual materials to experiment with factors and multiples use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division build fluency and understanding of multiplication facts. develop efficient strategies to multiply and divide use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached use estimation strategies to check the reasonableness of calculations when solving problems apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems. | <p>Number and mathematical modelling</p> <ul style="list-style-type: none"> Students express natural numbers as products of factors and identify multiples and check the reasonableness of calculations. To use mathematical modelling to plan a fundraising activity to make a profit. |
| Science | <p>Students describe the key features of our solar system including planets and stars. They 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.</p> | |
| Humanities and Social Sciences (HASS) | <p>How do people and environments influence each other?</p> <p>Students will investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. They investigate the importance of laws and regulations in managing people and environments in Australian communities and explore the influence of people on the human characteristics of places, including the organisation of space through zoning.</p> | |
| Health and Physical Education (HPE) | <p>Health: Students will explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They will identify good habits and how they contribute to overall health and wellbeing.</p> <p>Physical Education: Students will develop specialised football skills and create and perform a sequence of these skills to music.</p> | |
| Technology: | <p>Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.</p> | |
| Languages: Japanese | <p>students use language to communicate ideas relating to the concept of family and identity. They introduce themselves and other family members and interact with peers about family members and activities. They also develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.</p> | |
| The Arts: Music | <p>Students will make and respond to music exploring the music-making of other cultures through their music journal.</p> | |