



Aspley State School

2026 Term 3 Parent Term Overview: Year 5

Key Learning Areas	Overview of Learning	Assessment Items
English	Students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work. Students read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning. Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience. Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace.	Speaking and Listening Students share, develop and expand on ideas and opinions for a particular purpose and audience.
Mathematics	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use common percentages to make proportional comparisons of quantities in everyday contexts • apply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators • use mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions • apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects • solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units • decide on the appropriate unit when measuring length, mass and capacity of objects • use appropriate instruments such as protractors and digital tools to construct and measure angles in degrees.	Number and mathematical modelling Students order and represent, add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents. They use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations. Measurement and space Students 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.
Science	Students investigate the properties of light and the formation of shadows. They 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. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.	
Humanities and Social Sciences (HASS)	Inquiry question: How have individuals and groups in the colonial past contributed to the development of Australia? In this unit, students: • Examine key events related to the development of British colonies in Australia after 1800 • Identify the economic, political and social reasons for colonial developments in Australia after 1800 • Investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • Locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • Present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • Identify different viewpoints about the significance of individuals and groups in shaping the colonies • Sequence significant events and developments that occurred during the development of colonial Australia using timelines.	
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. They propose and combine Tchoukball 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 and work collaboratively in activities and games.	
ARTS	In this unit, students explore the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose. Students explore and 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: Students explore the concept of personal spaces within their home environment and the target country.	
The Arts: Music	Students will make and respond to music exploring the music-making of other cultures through their music journal.	