

English	Science	HASS
Informative Text – Factual Recount	Our place in the solar system	Managing Australian Communities <i>How are people and environments managed in Australian communities?</i>
<p>Reading and Viewing 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. Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included.</p> <p>Speaking and Listening Students participate in discussions about the information texts they have read, using appropriate interaction skills including paraphrasing and asking questions.</p> <p>Writing and Creating Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.</p>	<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. With guidance, students pose questions and plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p> <p>Assessment Task – Exploring the solar system Students describe key features of the solar system. Students describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.</p>	<p>In this unit, students:</p> <ul style="list-style-type: none">• examine how Australian communities are affected by the interconnection between people, places and environments• investigate the importance of laws and regulations in managing people and environments in Australian communities• explore the influence of people on the human characteristics of places, including the organisation of space through zoning• recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management• investigate environmental challenges such as natural hazards and their effect on Australian communities• explore the principles involved in minimising the harmful effects of natural hazards• interpret data to evaluate the ways citizens responded to an Australian natural hazard• explore the principles involved in minimising the harmful effects of natural hazards• interpret data to evaluate the ways citizens responded to an Australian natural hazard• propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.
Mathematics		
Number and Algebra Students: <ul style="list-style-type: none">• express natural numbers as products of factors and identify multiples• check the reasonableness of their calculations using estimation• use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation	Measurement and Space Students convert between 12- and 24-hour time.	Statistics and Probability Not assessed this term
Physical Education – Specialist	Health	Languages – Japanese
Mr Rose	Classroom Teacher	Mrs McDonald
This unit introduces Year 5 students to the fundamental skills, rules, and teamwork involved in Australian Rules Football (AFL). Lessons focus on developing movement skills such as kicking, handballing, catching (marking), and bouncing. Students will also begin to explore basic tactics in small-sided games while learning the importance of fair play, safety, and cooperation. Activities are designed to promote participation, build confidence, and encourage inclusive team practices. Students will reflect on their own learning and how they contribute to a positive team environment.	Students examine the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence. They discuss the role bystanders can play in promoting respectful interactions and challenging disrespect and discrimination such as homophobia, transphobia and racism.	Family In this unit, students use language to communicate ideas relating to the concept of family and identity. Students will: <ul style="list-style-type: none">• introduce themselves and other family members• interact with peers about family members and activities• identify language and behaviours that reflect relationships and values in Japanese society• develop understanding of 'identity' and whether learning Japanese has an effect on their sense of 'self'.
Technologies	The Arts	
Digital Technologies – Mr Christy	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Miss Susi
This term, students will continue to demonstrate knowledge and understanding of digital systems and apply skills gained when using a desktop computer, including identifying the different features of a computer, using different Microsoft Office programs, demonstrating the safe use of the Internet and explaining the risks involved with using personal data online. They will acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information. Students will explain how information systems meet local and community needs. They will use data collected to design and create an interactive spreadsheet and share information ethically. Assessment of activities will be ongoing throughout the semester.	Xylobeat! In this unit students will explore minor and major pentatonic scales, swing style, syncopation and individual improvising. They will look at phrase structure and song form to prepare for composing.	Australian Enchanted Forests: Focus Artist – William Robinson Students will: <ul style="list-style-type: none">• explore the artworks of William Robinson (The creation series) and then create their own Australian Enchanted Forest.• create a landscape artwork inspired by the techniques of William Robinson using pastels, paint, pen and posca's.• incorporate aspects of William Robinsons style, perspectives and his unique way of representing the sky and trees.