SPRINGFIELD CENTRAL STATE SCHOOL
YEAR 5
2026
TERM 1 OVERVIEW

LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	**APPRECIATING AND RESPONDING TO LITERARY TEXTS** Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings. Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose. Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. Students compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view. Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features. They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.	**Assessment Technique – Performance/Presentation** Appreciating and responding to literary texts
MATHS	**NUMBER** • use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals • use materials, diagrams or arrays to become efficient with multiplication facts **SPACE** • locate and move positions within a grid coordinate system to pinpoint specific locations • recognise what stays the same and what changes when shapes undergo transformations • use physical materials and dynamic geometric software to perform transformations **STATISTICS** • plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions	**Assessment Technique – Short Response Written** Exploring transformations and grid coordinates **Assessment Technique – Short Response Written/Practical** Planning and conducting a statistical investigation about sun safety
SCIENCE	**BIOLOGICAL SCIENCES** Students pose and investigate questions about the relationship between structural features and behaviours and survival in specific habitats. They identify patterns in survival strategies (for example: similarities and differences in how organisms conserve water in arid environments) and if similar survival strategies exist amongst organisms across different habitats (for example: body patterns that help organisms camouflage). Students engage with the research of scientists to examine how new discoveries, such as biofluorescence, have led to further discoveries and new understandings about the features and behaviours of organisms. Students create displays, such as digital presentations, to share information about the structural features and/or behaviours of animals and plants surviving in particular habitat conditions. They explore real-world examples of biomimicry to propose how a survival feature of an organism could inspire a human design solution, for example: climate-controlled buildings, antibacterial surfaces, aircraft and train design, robotics, drone flight, fashion and materials.	**Assessment Technique – Investigation Multimodal** Investigating survival strategies
HASS	**PEOPLE AND THE ENVIRONMENT** Inquiry question: How do people and environments influence one another? Learning opportunities support students to: ● examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia ● describe the relative location of places at a national scale ● identify and describe the human and environmental factors that influence the characteristics of places ● examine the interconnections between people and environments ● investigate the impact of human actions on the environmental characteristics of places in Europe and North America ● organise data in a range of formats using appropriate conventions ● interpret data to identify simple patterns, trends, spatial distributions and infer relationships ● evaluate evidence about the characteristics of places to draw conclusions about preferred places to live ● present findings and conclusions using discipline-specific terms.	**Assessment Technique – Investigation Written** Students conduct an inquiry to answer the following question: How do people and the environment influence one another?
PROGRAM ACHIEVE	Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. They will discuss appropriate emotional responses and how personal qualities and strengths influence learning. Students are working towards developing the skills to build positive relationships through effective communication and conflict resolution. They are beginning to recognise the importance of seeking and responding to feedback in order to become confident, resilient and adaptable learners.	**Monitoring** Observation