# Springfield Central State School
## Year 5
## 2026
## Term 2 Overview

| LEARNING AREA | CONTENT | ASSESSMENT |
|---|---|---|
| **ENGLISH** | **ENGAGING WITH INFORMATION REPORTS**<br>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.<br>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.<br>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.<br>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.<br>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. | **Assessment Technique - Short Response Written**<br>Reading, viewing and comprehending informative texts.<br><br>**Assessment Technique - Extended Response Multimodal Written**<br>Writing and creating informative texts. |
| **MATHS** | **NUMBER:**<br>• use physical and virtual materials to experiment with factors and multiples<br>• use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division<br>• build fluency and understanding of multiplication facts.<br>• develop efficient strategies to multiply and divide<br>• use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached<br>**ALGEBRA:**<br>• use estimation strategies to check the reasonableness of calculations when solving problems<br>**MEASUREMENT:**<br>• apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems. | **Assessment Technique – Short Response Written**<br>Identifying factors and multiples using estimation strategies and planning an event using mathematical modelling. |
| **SCIENCE** | **CHEMICAL SCIENCES**<br>Students continue to develop their understanding of variables to change, measure and control as they plan safe and fair experiments involving changes of state. They measure data, including mass and temperature, using scaled instruments for precision. They represent this data in tables and graphs, using digital tools where appropriate, to identify patterns and relationships between observable properties of solids, liquids, gases and changes of state.<br>Students examine how changes of state have applications in technology, industry or space exploration, such as use of materials that absorb/release heat during melting/freezing in building insulation, clothing or laptop cooling.<br>Students begin to recognise the importance of reflecting on their own experimental methods to identify potential sources of error. They build on their understanding of relationships when they draw conclusions about how properties relate to particulate arrangement. They use visual and physical models to represent particle arrangements and motions in solids, liquids and gases. | **Assessment Technique - Short Response Written**<br>Solids, liquids and gases. |
| **HASS** | **MANAGING AUSTRALIAN COMMUNITIES**<br>In this unit, students will:<br>• examine how Australian communities are affected by the interconnection between people, places and environments<br>• investigate the importance of laws and regulations in managing people and environments in Australian communities<br>• explore the influence of people on the human characteristics of places, including the organisation of space through zoning<br>• recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management<br>• investigate environmental challenges such as natural hazards and their effect on Australian communities<br>• explore the principles involved in minimising the harmful effects of natural hazards<br>• interpret data to evaluate the ways citizens responded to an Australian natural hazard<br>• propose ways in which citizens can respond to natural hazards and describe the possible effects of actions. | **Assessment Technique – Supervised Assessment Written**<br>Managing Australian Communities |
| **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 how to express their emotions appropriately, and how emotions impact behaviour. In order to become confident, resilient and adaptable learners, students will discuss the use of self-discipline, working independently, showing initiative and setting goals. | **Monitoring**<br>Observation |