



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 5

2025

TERM 3 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>Students engage with a variety of texts that 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.</p> <p>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.</p> <p>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. 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.</p>	<p>Assessment Technique – Extended Response</p> <p>Create an imaginative text to present to an audience.</p>
MATHS	<p>NUMBER</p> <ul style="list-style-type: none">use common percentages to make proportional comparisons of quantities in everyday contextsapply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominatorsuse mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions <p>SPACE</p> <ul style="list-style-type: none">apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects <p>MEASUREMENT</p> <ul style="list-style-type: none">solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric unitsdecide on the appropriate unit when measuring length, mass and capacity of objectsuse appropriate instruments such as protractors and digital tools to construct and measure angles in degrees.	<p>Assessment Technique – Short response/project</p> <p>Order and represent, add and subtract fractions with the same or related denominators. Represent common percentages and connect them to their fraction and decimal equivalents. Use mathematical modelling to solve financial and other practical problems.</p> <p>Assessment Technique – Test/Examination</p> <p>Connect objects to their nets. Choose and use appropriate metric units to measure length, mass and capacity. Solve problems involving perimeter and area. To estimate, construct and measure angles in degrees.</p>
SCIENCE	<p>NOW YOU SEE IT</p> <p>Students investigate observable phenomena associated with light, such as the formation of shadows. They continue to develop knowledge and skills in making reasoned predictions and analysing patterns in the observable effects of light, including recognising that light travels in straight paths.</p> <p>Students continue to develop the ability to ask testable questions and design experiments that investigate these questions, such as planning methods to test light transfer through different mediums. They use equipment, including digital tools, to observe how light is reflected and refracted by prisms, mirrors and water, and explore applications of light's reflective and refractive properties, such as in periscopes, mirror mazes, kaleidoscopes and holographic videos.</p> <p>Students use models, including ray diagrams, to visualise the path of light as it interacts with surfaces. They develop explanations for how and why light properties are used to design tools, technologies and systems that enhance daily life, improve efficiency and solve problems, such as reducing light pollution with covered bulbs facing downwards in streetlights, or using automated systems or motion sensors to turn lights on and off.</p>	<p>Assessment Technique - Experimental investigation</p> <p>Students will identify sources of light and model the transfer of light to explain observed phenomena.</p>
HASS	<p>COMMUNITIES IN COLONIAL AUSTRALIA</p> <p>In this unit, students:</p> <ul style="list-style-type: none">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.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.	<p>Assessment Technique – Assignment/project</p> <p>Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?'</p>
PROGRAM ACHIEVE	<p>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.</p>	<p>Monitoring</p> <p>Observation</p>