



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 5

2026

TERM 3 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	PERSUADING OTHERS 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 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.	Assessment Technique – Performance/Presentation Create a speech to share, develop, and expand on ideas and opinions for a particular purpose and audience.
MATHS	NUMBER - 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 SPACE - apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects MEASUREMENT - 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.	Assessment Technique – Short Response Written Connecting decimals, fractions and percentages and using mathematical modelling to solve a problem. Assessment Technique – Test/Examination Written Connecting objects to nets and measuring length, mass, capacity, perimeter and area.
SCIENCE	EARTH AND SPACE SCIENCES Students explore changes in local landscapes and investigate how wind, weather, water and/or gravity erode and/or relocate materials, resulting in slow or rapid change that shapes Earth's surface. They examine how human activities, such as deforestation and urban development, accelerate these changes, and consider impacts on communities. Students describe how collaboration amongst geologists, hydrologists and farmers has led to scientific advances, such as the development of erosion management techniques. They examine how knowledge of erosion is used to design landscape features that protect fragile environments, such as pathways and barriers in national park environments. Students collect and record fieldwork and experimental data, identifying safety and intercultural considerations for conducting investigations on Country/Place. They record and analyse fieldwork and research data to support predictions of future changes to landscapes and proposals for erosion mitigation strategies, such as those used to combat beach erosion or stabilise road construction sites.	Assessment Technique - Investigation Written Practical To describe key processes that change Earth's surface and examples of scientific collaboration. To plan safe fieldwork, identifying patterns and relationships, making reasoned predictions and identifying risk and intercultural considerations.
HASS	COMMUNITIES IN COLONIAL AUSTRALIA (1800'S) In this unit, students will: - 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.	Assessment Technique – Inquiry Written Communities in Colonial Australia (1800's)
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 Observation