



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 5

2026

TERM 4 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	COMPLETING A NOVEL STUDY Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters. Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view. Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.	Assessment Technique – Short Response Read, view and comprehend an imaginative text Assessment Technique – Extended Response Create a written narrative including a supporting image
MATHS	NUMBER • use place value to order decimals • use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns • use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers and divide by single digit numbers ALGEBRA • find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays PROBABILITY • develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.	Assessment Technique – Text/Examination Ordering decimals, finding unknowns and using factors and multiples. Assessment Technique – Probability experiment and simulation Conducting repeated chance experiments.
SCIENCE	PHYSICAL SCIENCES 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. 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. 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..	Assessment Technique - Investigation Multimodal Light sources and phenomena
HASS	CONSUMER DECISION-MAKING IN AUSTRALIAN COMMUNITIES In this unit, students will: • examine how to distinguish between needs and wants • identify why choices need to be made about how limited resources are used • investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations • describe a variety of factors influence consumer choices • identify and present findings about different strategies that can be used to help make informed personal consumer and financial choices.	Assessment Technique – Written Short Response Explain how people in communities make decisions about the use of resources to meet their needs and wants.
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