



Wellers Hill State School

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Year 5 Term 2 2026

Learning Area	Unit Summary (in ACJ Classes: taught in English Japanese)	Assessment
English	Reading Comprehension: Students read, view and comprehend an informative text on Thorny Devils. They explain how ideas are developed and how characteristic text structures support the purpose of an informative text. Students also explain how language features and visual features contribute to the effect and meaning of an informative text. Writing Informative Text: Students will create a multimodal informative text in the style of 'National Geographic' about an animal of their choice. Their report will explain the animal's adaptations and habitat, using researched information and engaging visual features.	Reading: Week 5 Writing: Week 8
Mathematics	Number: Students express natural numbers as products of factors and identify multiples. They check the reasonableness of their calculations using estimation. Mathematical Modelling: Students use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation.	PART A: Week 5 (ACE) Week 6 (ACJ) PART B: Week 7
Science	Animal Adaptations: Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts. Poster/multi-modal presentation. (ACE) - 1 hour with Classroom teacher, Terms 1 and 2 ACJ - 2 hours with Specialist teacher Term 2 Matter Matters: Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. (ACE) - 1 hour with Specialist teacher, Terms 1 and 2	Animal Adaptation ACJ End of Term 2 ACE End of Semester
HASS	Australian Colonies Students explore the history of colonisation in Australia and its impact on the people and environment using provided sources, class notes and research guided by three inquiry questions. (ACJ classes ONLY) Spending and Saving: Students will justify their saving and spending choices based on their product questioning and research. They will independently propose products to use in their bedroom, considering factors that influence their choices and their budget. Students will describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They will also work in a small group to solve a challenge, generate ideas and explain the possible effects of the proposed action.	Australian Colonies: Week 5 (ACJ) Spending and Saving: Week 6 (ACJ) Week 7 (ACE)
Languages Japanese	ACJ Classes: Natural Disaster Students will research a natural disaster of their choice and recount and describe an event that has occurred using the past and present tense. They will make recommendations on how to prepare for their chosen event using future tense. Students also play the role of a news reporter, present information and respond to questions related to their presentation. Students will listen to a recount about natural disasters and respond to the questions.	Listening Week 6 Writing Week 6-7 Speaking Week 8



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	ACE Classes: In this unit, students will explore the context of family. They will learn language to communicate ideas relating to family and personal identity in a culturally- appropriate manner. Students will convey information about family using Japanese language that reflects behaviours and values associated with Japanese culture.	Week 8
HPE	Physical Education: Athletics Students perform specialised movement skills and apply them in movement sequences.	Assessment completed throughout Term 2.
	Health: Life Education “On the Case” gives children the awareness, knowledge and tools to make informed, safe, and healthy choices if confronted with decisions about smoking or in situations where they are exposed to smoking.	End of the Term
The Arts	Music: Music Step 5 Students sing and play music in different styles, demonstrating aural, technical and expressive skills with accurate pitch, rhythm and expression when singing and playing, use rhythm, pitch, form, symbols and terminology to compose and perform music, explain how the elements of music communicate meaning in the music they listen to, compose and perform, and describe how their music making is influenced by music and performances from different cultures, times and places.	Assessment completed throughout the Semester
	Drama: To devise, perform and respond to drama based on the style of melodrama.	Assessment completed in Term 2
Technologies	Design Technologies: Green to Gourmet - Engineering principles and systems In Term 2, students explore how electrical energy can be transformed into light, sound or movement in a product or system. Using the school garden as a context, they investigate three pre-made prototypes designed to support seedlings stage. Students evaluate one prototype of their choice against agreed design criteria, including sustainability, and communicate an improved design for one prototype using an annotated digital drawing, labelled features and technical language.	Week 10