

Bundamba State School
Years 5 Term 2 Learning Map 2026



Friday 7th Feb
 Friday 21st Feb



Dear Parents/ Caregivers,

Welcome to an exciting Term 1, 2026 at Bundamba State School. The following table gives you an overview of the teaching, learning and assessment that will be occurring in your child's class this term. We also have some other exciting **date claimers** at Bundamba State School this term including:


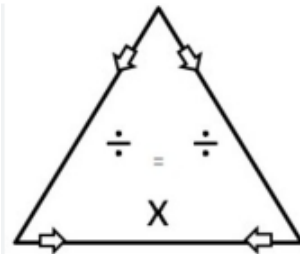
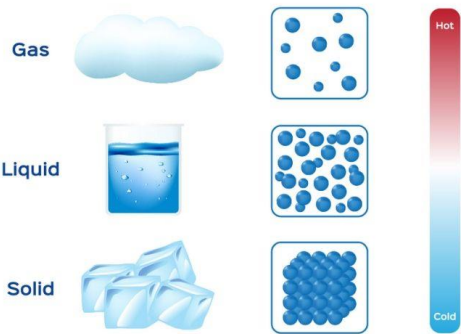
- Monday 20th April – Term 2 Starts!
- Friday 24th April – ANZAC – Whole School Assembly 9:00am
- Friday 1st May - Whole School Assembly 9:00am
- Monday 4th May – Labour Day – PUBLIC HOLIDAY
- Thursday 7th May – Rural Fire Brigade Incursion
- Friday 8th May – Mother's Day Stall
- Friday 8th May- Whole School Assembly 9:00am
- Friday 15th May – Ipswich Show Day – PUBLIC HOLIDAY
- Friday 22nd May – Whole School Assembly 9:00am
- Friday 29th May – Whole School Assembly 9:00am
- Friday 5th June – Senior Athletics Carnival
- Friday 12th June – Whole School Assembly 9:00am
- Friday 19th June – Whole School Assembly 9:00am
- Friday 26th June – Whole School Assembly 9:00am

We look forward to working together to achieve the best outcomes for your child.

Bundamba State School teaching priorities – producing proficient READERS, WRITERS and challenging students in MATHEMATICS, HASS and SCIENCE.

Subject/ Learning Area	Unit Title: Engaging with information reports	Assessments
<p align="center">English</p>	<p>Text Type: Written</p> <p>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.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas.</p> <p>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.</p> <p>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. 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.</p> <div data-bbox="875 699 1523 1141" data-label="Image"> </div>	<p>Summative: Assessment Task</p> <p>Assessment task U2.1 – Reading, viewing and comprehending informative texts</p> <p>Student will read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They will explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.</p> <p>Technique: Short Response Purpose: To read, view and comprehend an informative text.</p> <p>Assessment task U2.2— Writing and creating informative texts</p> <p>They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.</p> <p>Mode: Extended Response Purpose: To create a written and multimodal informative text for an audience.</p>

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<p>PhOrMeS Word Reading and Spelling</p>	<p>At Bundamba State School, Year 3-6 students will engage in explicit lessons 4-5 times per week, teaching word reading and spelling. PhOrMeS is a comprehensive, core literacy skills curriculum covering Phonology through phonics, Orthography through correct spelling conventions, Morphology & etymology and Semantics. The curriculum is informed by a wide evidence-base of how students learn to read known as the Science of Reading and the Science of Learning.</p>	
<p>Mathematics</p>	<p>Strands being covered:</p> <p>Unit focus: Number, algebra and measurement.</p> <p>Students will use both hands-on materials and various strategies to explore factors and multiples, helping them build a deeper understanding of how numbers work. They will represent multiplication and division using diagrams and arrays to solve problems and find unknown values. A strong focus will be placed on developing fluency with multiplication facts and applying efficient strategies for multiplying and dividing larger numbers.</p> <p>Students will engage in real-world problem-solving through mathematical modelling, particularly in financial contexts, where they will select appropriate operations, calculate solutions, and explain their thinking and conclusions. They will also use estimation strategies to check whether their answers are reasonable.</p> <p>In addition, students will apply their understanding of number relationships to convert between 12- and 24-hour time, using these skills to solve practical, everyday problems.</p> 	<p>Year 5 Summative: <u>Assessment Task</u> Assessment task 2.1 (part a) — Number Identifying factors and multiples using estimation strategies</p> <p>Purpose: To express natural numbers as products of factors and identify multiples, and check the reasonableness of calculations</p> <p>Assessment task 2.1 (part b) — Number Using mathematical modelling to plan a fundraising activity to make a profit. Integrated with HASS assessment task around consumer decision making in Australia.</p> <p>Purpose: To use mathematical modelling to plan a fundraising activity to make a profit.</p>
<p>Science</p>	<p>Science Curriculum Area: Chemical Sciences</p> <p>Unit Title: States of Matter</p> <p>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.</p> <p>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.</p> <p>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.</p> 	<p>Summative: <u>Assessment Task</u> Assessment task U2 – Solids, Liquids and Gases Technique: Short Response Purpose: To relate the observable properties of solids, liquids and gases to particle motion and arrangement. To identify variables in an investigation method and construct representations to organise data and information and describe patterns, trends and relationships.</p>

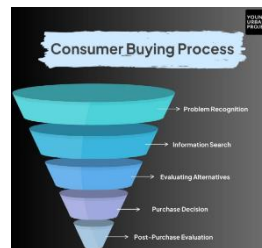
HASS
Humanities and
Social Sciences

Unit Title: Consumer Decision-Making in Australian Communities.

In this unit, students will explain how people in communities make decisions about the use of resources to meet their needs and wants.

They will do this by:

- recognising that choices need to be made when allocating resources
- describing factors that influence their choices as consumers
- identifying strategies that can be used to inform choices



Summative: Assessment Task

Technique: Project, integrated with maths assessment task 2.1 (part b)

Mode: Written

Purpose: To explain how people in communities make decisions about the use of resources to meet their needs and wants.

HPE

Health Unit Title: Explaining influences on identities, emotions and changes

Students explore how different factors shape and influence identities, roles and responsibilities. They understand that experiences of changes and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.

Movement Unit Title: Scoring and Ball Skills

Students will perform specialised movement skills used in netball and basketball-style games, including passing, receiving, dribbling, shooting and creating space to score. They will apply movement concepts and strategies to create and defend scoring opportunities, testing different ways of scoring in modified game situations. They will also prepare for the upcoming cross-country carnival in week 9! We will also have an Aus Kick program joining us in week 4.

Summative: Assessment Task

Health: Students explain how factors influence identities and develop strategies for managing emotions and changes. They propose strategies to demonstrate respect, empathy and inclusion.

Movement: Students perform movement skills such as dribbling, shooting, and passing with control and accuracy in modified netball and basketball games.



Breakfast / Morning Run Club each morning –To promote active involvement in health and fitness.

Visual Arts

Unit Title: *Tree Tenants*

As part of an ongoing semester unit, students will continue to explore sustainability through art, building on their skills and understanding from last term. Inspired by the ideas and artworks of Friedensreich Hundertwasser, and other artists who promote living in harmony with nature, students will continue to learn how art can support both people and the environment. Using recycled materials, they will continue to create artworks that give objects a second life while considering how their designs can support biodiversity within the school environment.

Summative: Assessment Task

A Collection of Work

Students will design and construct a functional piece of "Living Architecture"—such as a bug hotel, bird feeder, or bee-watering station. These projects will be designed to help local wildlife safely coexist with humans within our school grounds, proving that art can be both beautiful and purposeful.



LOTE

Unit Title: What's in a name?

Students in Year 5 will explore the concept of names, the meaning they hold in Australia and Indonesia. They will discuss names, nicknames, surnames as well as their origins.

Students will analyse and organise information into key ideas and supporting details. They will create texts about self-identity and reflect on ways people use terms of address in Indonesia and Australia.

During term 1, students will also be engaging with our Language Ambassador and will be able to gain valuable knowledge about naming conventions and learn about daily life in Indonesia. In term 2, there will be a dance incursion provided by Suara Indonesia, a dance troupe based in Sydney, New South Wales.

Summative: [Assessment Task](#)

Assessment Task: Collection of Work: Reading, listening and analysing.

Purpose: To locate information from a written/spoken text. To explain how terms of address vary according to age, relationship and situation.