

Bundamba State School
Years 5 Term 3 Learning Map 2026



Dear Parents/ Caregivers,

Welcome to an exciting Term 3, 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:

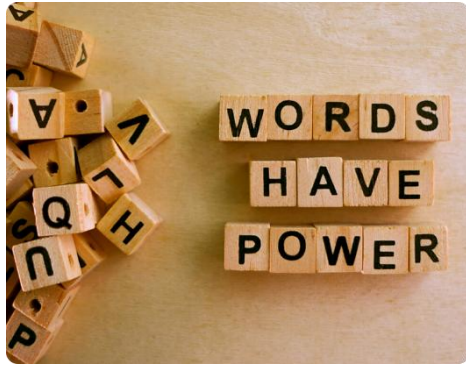
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| <ul style="list-style-type: none"> Monday 13th July – Term 3 Begins! Friday 17th July - Whole School Assembly 9:00am Thursday 23rd July - Newsletter released Monday 27th July – NAIDOC Celebration Thursday 30th July – Book Fair Arrives Thursday 30th July - Athletics Districts Day 1 Friday 31st July – Athletics Districts Day 2 Friday 31st July – Whole School Assembly 9:00am Tuesday 4th August – Book Fair Final Day Thursday 6th August – Newsletter Released Friday 7th August – Whole School Assembly 9:00am Monday 10th August – Bullying No Way Week Friday 21st August - Whole School Assembly 9:00am | <ul style="list-style-type: none"> Monday 24th August – Book Week Friday 28th August – Book Week Parade Tuesday 1st September – Parent Teacher Conversations 3:00-6:00pm Thursday 3rd September – Year 5/6 Sport and Recreation Tournament Day BSSC 10:30-1:00pm Friday 4th September – Student Free Day Wednesday 9th September – Year 5 Camp – Emu Gully Thursday 10th September – Year 5 Camp – Emu Gully Friday 11th September – Year 5 Camp – Emu Gully Saturday 12th September – Family Portrait Fundraiser Sunday 13th September – Family Portrait Fundraiser Friday 18th September – Term 3 Finishes |
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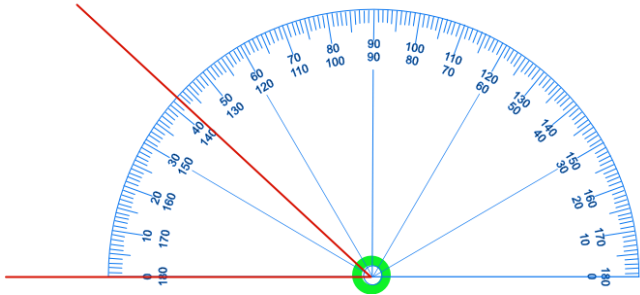
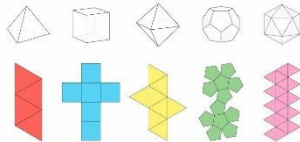


We look forward to working together to achieve the best outcomes for your child.

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

Subject/ Learning Area		Assessments
English	Unit Title: Persuading Others Text Type: Speaking and Listening 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. 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.	Summative: Assessment Task Assessment task U3.1 — Speaking and Listening Purpose: To create a speech to share, develop, and expand on ideas and opinions for a particular purpose and audience. Technique: Presentation
		

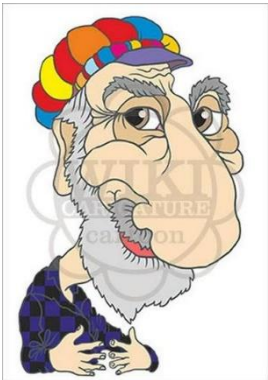
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PhOrMeS Word Reading and Spelling	At Bundamba State School, Year 3-6 students will engage in explicit lessons 4-5 times per week, teaching word reading and spelling. PhOrMeS is a comprehensive, core literacy skills curriculum covering Phonology through 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.	
Mathematics	Unit: Number Space, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use mathematical modelling to solve practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context • use common percentages to make proportional comparisons of quantities • use appropriate instruments and digital tools to construct and measure angles in degrees • use appropriate metric units to directly measure the area and perimeter of regular and irregular spaces  	Year 5 Summative: Assessment Task Assessment task 3.1 — Number Purpose: To order and represent, add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents. To use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations. Assessment Task 3.2 – Measurement and Space Purpose: To connect objects to their nets. To choose and use appropriate metric units to measure length, mass and capacity. To solve problems involving perimeter and area. To estimate, construct and measure angles in degrees. 
Science	Science Curriculum Area: Earth and Space Sciences Unit Title: Our Changing World 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 among 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.	Summative: Assessment Task Assessment task U3.1 – Changes to Earth's Surface

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	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.	Purpose: 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. Technique: Investigation
HASS Humanities and Social Sciences	Unit Title: History and Civics & Citizenship Students explore how significant people, events and developments have shaped communities over time and investigate how these changes continue to influence life today. They examine the experiences of different groups of people, sequence historical events using timelines, and develop inquiry skills by locating and analysing information from a range of sources. Students also investigate Australia's democracy and legal system, learning about the importance of values, rules and responsibilities in our community. They explore different perspectives on current issues, develop and justify possible solutions, and present their findings using appropriate Humanities and Social Sciences terminology and communication conventions.	Summative: <u>Assessment Task</u> Assessment Task U3.1 – Managing Australian Communities Purpose of assessment: To identify how legal and environmental issues in Australian communities can be managed.
HPE	Health Unit Title: Emotions, developmental changes and transitions (continued assessment) Movement Unit Title: Game on! Students will refine and adapt movement skills across a variety of games and physical	Summative: <u>Assessment Task</u> Health: Students will analyse health information and propose practical ways to improve health, relationships and wellbeing. They will use evidence to

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	Students will analyse health information to explore how everyday choices can influence their health, relationships and wellbeing. They will investigate strategies that promote healthy lifestyles, positive relationships and overall wellbeing, and consider ways to improve health outcomes for themselves and others. Through discussions and practical activities, students will develop the skills to make informed decisions and promote healthy behaviours.	activities, including net/court, invasion, and striking and fielding games. They will explore different techniques and strategies to improve their performance, solve movement challenges, and apply movement concepts in a range of situations. Through team and individual activities, students will build confidence, demonstrate fair play and develop skills that promote teamwork, inclusion and positive participation. Separate to this unit, Lions FC Soccer will deliver an 8-week coaching program on Thursday afternoons from 3:00–4:00pm on the Junior Oval, beginning in Week 2, providing students with opportunities to practise their movement skills and teamwork in a fun and supportive environment.	justify their ideas and communicate strategies that encourage healthy choices for themselves and others. Movement: Students will demonstrate their ability to refine and apply movement skills across a variety of games and physical activities. They will use and adapt strategies to respond to different game situations, work collaboratively with others, and reflect on how their movement decisions help improve individual and team performance.
Breakfast / Morning Run Club each morning –To promote active involvement in health and fitness.			
Visual Arts	Unit Title: <i>Imagine Tomorrow's World</i> Students will combine Drama and Media Arts to create and film mock interviews and role-plays focused on caring for our planet. By transporting back in time to the era of artist Friedensreich Hundertwasser, they will step into the shoes of characters from that time to explore his unique beliefs and philosophies. Through these roles, students will showcase his creative ideas regarding the importance of trees and protecting nature, inspiring others to appreciate everything the natural world has to offer. 		Summative: Assessment Task Assessment Task –A Collection of Work Students will: Devise, perform and record a short drama role play in the role of a historical character. 
LOTE	Students in Year 5 will explore the concept of celebrations in Indonesia and make connections with their own experiences. Students will: engage with a range of texts about celebrations in Australia and Indonesia	Summative: Assessment Task Assessment Task: For assessment, students will produce a bilingual poster about a celebration of their choice.	

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| | <ul style="list-style-type: none">• compare Indonesian celebrations with Australian celebrations• collaborate in shared tasks such as cooking, games day or craft activities• participate in intercultural experiences to reflect on how participation in certain celebrations shape identity. | |
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