Geham State School Year 5 Term Overview Term 3, 2026

ENGLISH	**Persuading Others** In this unit, 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. 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. 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.
MATHS	**Number, Space and Measurement** In this unit students further develop proficiency and positive dispositions towards mathematics and its use as they: • 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 • apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects • 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.
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.
HASS	**Communities in Colonial Australia (1800s)** In this unit, students: • 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.
HEALTH	**Emotional Interactions** In this unit, students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.
TECHNOLOGY	**DIGITAL TECHNOLOGY: A-maze-ing Digital Designs** In this unit students engage in several activities, including: • investigating the functions and interactions of digital components and data transmission in simple networks • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game.
HPE	**People in motion** In this context, students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.
THE ARTS	**Going to the Movies** In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film. They will also be learning songs by "The Two-Wheel Time Machine" to prepare them for the concert at the end of Term 3.
JAPANESE	**Important Places** This term in Japanese, students will be learning about important places. They will look at: • Japanese homes and compare them to homes in Australia • Japanese and Australian rooms and floor plans and label key features
HOMEWORK	The focus for homework this term will be reading, spelling and maths. There may be projects given to students to complete over several weeks related to curriculum content.

EVENTS

24th July	NAIDOC Week Parade	Week 7	Book Week – ***'Symphony of Stories'***
28th July	Instrumental Music Eisteddfod	27th August	Father's Day Stall
7th August	Inner Downs Athletics	28th August	Instrumental Music Showcase @ HSSC
Week 6	Science Week – ***'Seeds of Science'***	4th September	Pupil Free Day
14th August	Choir Workshop @ HSSC	Week 9	Parent Teacher Interviews
17th August	Cluster Soccer Gala Day	14th September	Music Viva