Science

Year 5 Plan 2025

The *K–12 Curriculum, assessment and reporting framework* (K–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units	Semester 1	Semester 2
	Unit 1	Unit 2
Unit description	In Semester 1, students will investigate concepts from both the Chemical and Biological Sciences strands. The primary focus will be on Chemical Sciences, where students will explore the different states of matter—solid, liquid, and gas—and how their observable properties and behaviours can change under various conditions. Through a combination of scientific demonstrations, hands-on experiments, and inquiry-based investigations, students will build their understanding of the physical characteristics and particle behaviours of different substances. They will make predictions, record observations, and begin to apply scientific language and reasoning to explain their findings. In Term 2, the students have been learning about animal adaptations. Each week the students will be given time to research information for their presentations. Their presentations can be on any Australian Native Animal. Each week the teacher will educate the students about a different adaptation that organisms may use or how their environment may help them survive.	Term 3, In Term 3 the students will be learning about their place in space. This unit allows students to learn about our solar system and information relating to the size, distance, compilation and names of all the different planets and objects in our Solar System. Term 4, During Term 4 the students will be learning about light. In this unit the students will learn what makes up light, the electromagnetic spectrum, how it travels and which light is the most sensitive to our eyes.

Assessment		Semester 1	Semester 2
		Assessment task	Assessment task
Range and balance of assessment conventions[1]	**Technique** **If *other*, or more than one, specify**	Test/Examination Quiz	Assignment Online Assessment Project
	Mode	☒ Written ☒ Visual ☒ Multimodal ☒ Spoken/Signed	☒ Written ☒ Visual ☒ Practical ☒ Multimodal
	Conditions	*Refer to task sheet*	*Refer to task sheet*

Aspects of the achievement standard	Shade the cells to indicate aspects covered in the assessment	
Science Understanding and Science as a Human Endeavour ☼		
classify substances according to their observable properties and behaviours.		
explain everyday phenomena associated with the transfer of light.		Term 4
describe the key features of our solar system.		Term 3
analyse how the form of living things enables them to function in their environments.	Term 2	
discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.		Term 3 and Term 4
Science Inquiry ☼		
follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation.	Term 1	Term 4
use equipment in ways that are safe and improve the accuracy of their observations.		Term 4
construct tables and graphs to organise data and identify patterns in the data.		Term 3
compare patterns in their data with predictions when suggesting explanations.		Term 3
describe ways to improve the fairness of their investigations and communicate their ideas and findings using multimodal texts.	communicate their ideas and findings using multimodal texts	