

# Australian Curriculum Version 9: Mathematics

## Year 5 Year level plan 2026



| Sequence of units       | Semester 1  |   | Semester 2   |   |
|-------------------------|---|---|--|---|
|                         | Unit 1  | Unit 2  | Unit 3   | Unit 4  |
| Unit topics             | Number, Space, Statistics   | Number, Algebra, Measurement  | Number, Space, Measurement   | Number, Algebra, Probability  |
| <b>Unit description</b> | <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals</li> <li>use materials, diagrams or arrays to become efficient with multiplication facts</li> <li>locate and move positions within a grid coordinate system to pinpoint specific locations</li> <li>recognise what stays the same and what changes when shapes undergo transformations</li> <li>use physical materials and dynamic geometric software to perform transformations</li> <li>plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.</li> </ul> | <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>use physical and virtual materials to experiment with factors and multiples</li> <li>use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division</li> <li>build fluency and understanding of multiplication facts.</li> <li>develop efficient strategies to multiply and divide</li> <li>use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached</li> <li>use estimation strategies to check the reasonableness of calculations when solving problems</li> <li>apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems.</li> </ul> | <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>use common percentages to make proportional comparisons of quantities in everyday contexts</li> <li>apply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators</li> <li>use mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions</li> <li>apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects</li> <li>solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units</li> <li>decide on the appropriate unit when measuring length, mass and capacity of objects</li> <li>use appropriate instruments such as protractors and digital tools to construct and measure angles in degrees.</li> </ul> | <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>use place value to order decimals</li> <li>use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns</li> <li>use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers and divide by single digit numbers</li> <li>find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays</li> <li>develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.</li> </ul> |

| Assessment   | Unit 1                      |  | Unit 2   |         | Unit 3   |         | Unit 4   |  |
|--|-----------------------------|--|--|---------|--|---------|--|--|
|  | Assessment task 1.1 — Space |  | Assessment task 2.1 — Number and Mathematical modelling  |         | Assessment task 3.1 — Number and Mathematical modelling  |         | Assessment task 4.1 — Number, Algebra and Computational thinking   |  |
| Assessable elements  | Understanding and Fluency   |  | Understanding and Fluency, Problem-solving   |         | Understanding and Fluency, Problem-solving   |         | Understanding and Fluency, Problem-solving   |  |
| <b>Range and balance of assessment conventions<sup>1</sup></b>                                 | <b>Technique</b>            | Short response   | Short response   | Project | Short response   | Project | Test/Examination   |  |
|  | <b>Mode</b>                 | <input checked="" type="checkbox"/> Written  | <input checked="" type="checkbox"/> Written  |         | <input checked="" type="checkbox"/> Written  |         | <input checked="" type="checkbox"/> Written  |  |
|  | <b>Conditions</b>           | <input checked="" type="checkbox"/> Access to resources<br><input checked="" type="checkbox"/> Individual task<br><br><b>Have you considered:</b><br><input type="checkbox"/> Time considerations<br><input type="checkbox"/> Word length<br><input type="checkbox"/> Accessibility for all students | <input checked="" type="checkbox"/> Access to resources<br><input checked="" type="checkbox"/> Individual task<br><br><b>Have you considered:</b><br><input type="checkbox"/> Time considerations<br><input type="checkbox"/> Word length<br><input type="checkbox"/> Accessibility for all students |         | <input checked="" type="checkbox"/> Access to resources<br><input checked="" type="checkbox"/> Individual task<br><br><b>Have you considered:</b><br><input type="checkbox"/> Time considerations<br><input type="checkbox"/> Word length<br><input type="checkbox"/> Accessibility for all students |         | <input checked="" type="checkbox"/> Access to resources<br><input checked="" type="checkbox"/> Individual task<br><br><b>Have you considered:</b><br><input type="checkbox"/> Time considerations<br><input type="checkbox"/> Word length<br><input type="checkbox"/> Accessibility for all students |  |
| <b>Schools consider and identify conditions that enable equitable access for all students.</b> |                             |  |  |         |  |         |  |  |

| Assessment   | Unit 1  |  | Unit 2                    |  | Unit 3   |                  | Unit 4   |  |
|--|---|--|---------------------------|--|--|------------------|--|--|
|  | Assessment task 1.2 — Statistics and Statistical investigations |  |                           |  | Assessment task 3.2 — Measurement and Space  |                  | Assessment task 4.2 — Probability and Probability experiments and simulations  |  |
| Assessable elements  | Understanding and Fluency, Problem-solving and Reasoning        |  |                           |  | Understanding and Fluency  |                  | Problem-solving and Reasoning  |  |
| <b>Range and balance of assessment conventions<sup>1</sup></b>                                 | <b>Technique</b>  | Short response   | Statistical investigation |  |  | Test/Examination | Probability experiment and simulation  |  |
|  | <b>Mode</b>   | <input checked="" type="checkbox"/> Written<br><input checked="" type="checkbox"/> Practical   |                           |  | <input checked="" type="checkbox"/> Written<br><input checked="" type="checkbox"/> Practical   |                  | <input checked="" type="checkbox"/> Written<br><input checked="" type="checkbox"/> Practical   |  |
|  | <b>Conditions</b>   | <input checked="" type="checkbox"/> Access to resources<br><input checked="" type="checkbox"/> Individual task<br><br><b>Have you considered:</b><br><input type="checkbox"/> Time considerations<br><input type="checkbox"/> Word length<br><input type="checkbox"/> Accessibility for all students |                           |  | <input checked="" type="checkbox"/> Access to resources<br><input checked="" type="checkbox"/> Individual task<br><br><b>Have you considered:</b><br><input type="checkbox"/> Time considerations<br><input type="checkbox"/> Word length<br><input type="checkbox"/> Accessibility for all students |                  | <input checked="" type="checkbox"/> Access to resources<br><input checked="" type="checkbox"/> Individual task<br><br><b>Have you considered:</b><br><input type="checkbox"/> Time considerations<br><input type="checkbox"/> Word length<br><input type="checkbox"/> Accessibility for all students |  |
| <b>Schools consider and identify conditions that enable equitable access for all students.</b> |   |  |                           |  |  |                  |  |  |

| Aspects of the achievement standard | Semester 1 | Semester 2 |
|-------------------------------------|------------|------------|
|-------------------------------------|------------|------------|

<sup>1</sup> For more information about Assessment conventions, navigate to Summative assessment tasks page on the Teaching and Learning Hub, <https://det-school.eq.edu.au/teachingandlearning/assessment/quality-assessment/summative-assessment-tasks>

|  | Unit 1              | Unit 2              | Unit 3              | Unit 4              |
|--|---------------------|---------------------|---------------------|---------------------|
| <b>Number and Algebra</b> ☀  |                     |                     |                     |                     |
| use place value to write and order decimals including decimals greater than one  |                     |                     |                     | Assessment task 4.1 |
| express natural numbers as products of factors and identify multiples  |                     | Assessment task 2.1 |                     |                     |
| order and represent, add and subtract fractions with the same or related denominators  |                     |                     | Assessment task 3.1 |                     |
| represent common percentages and connect them to their fraction and decimal equivalents  |                     |                     | Assessment task 3.1 |                     |
| use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers                  |                     |                     |                     | Assessment task 4.1 |
| check the reasonableness of their calculations using estimation  |                     | Assessment task 2.1 |                     |                     |
| 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* |                     | Assessment task 2.1 | Assessment task 3.1 |                     |
| apply properties of numbers and operations to find unknown values in numerical equations involving multiplication and division   |                     |                     |                     | Assessment task 4.1 |
| create and use algorithms to identify and explain patterns in the factors and multiples of numbers   |                     |                     |                     | Assessment task 4.1 |
| <b>Measurement and Space</b> ☀   |                     |                     |                     |                     |
| choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area   |                     |                     | Assessment task 3.2 |                     |
| convert between 12- and 24-hour time   |                     | Monitoring strategy |                     |                     |
| estimate, construct and measure angles in degrees  |                     |                     | Assessment task 3.2 |                     |
| use grid coordinates to locate and move positions  | Assessment task 1.1 |                     |                     |                     |
| connect objects to their two-dimensional nets  |                     |                     | Assessment task 3.2 |                     |
| perform and describe the results of transformations and identify any symmetries  | Assessment task 1.1 |                     |                     |                     |
| <b>Statistics and Probability</b> ☀  |                     |                     |                     |                     |
| plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools   | Assessment task 1.2 |                     |                     |                     |
| identify the mode and interpret the shape of distributions of data in context  | Assessment task 1.2 |                     |                     |                     |
| interpret and compare data represented in line graphs  | Assessment task 1.2 |                     |                     |                     |
| conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes                                |                     |                     |                     | Assessment task 4.2 |

\*This aspect of the Achievement standard is assessed over two tasks.

[C2C Resource libraries](#) and resources in [AC V8 C2C units](#) may support teaching and learning of the updated curriculum.