

# Australian Curriculum: 2026 Science — Year 5



CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	<b>Unit 1: Survival in the environment</b>	<b>Unit 2: Our place in the solar system</b>	<b>Unit 3: Now you see it</b>	<b>Unit 4: Matter matters</b>
<b>Unit description</b>	Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments.	Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people.	Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams.	Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.
<b>General capabilities</b>				
<b>Cross-curriculum priorities</b>				

ASSESSMENT	SEMESTER 1		SEMESTER 2		
	Term 1	Term 2	Term 3	Term 4	
<b>Range and balance of summative assessment conventions</b>	<b>Assessment</b>	Adaptations	Solar system	Now you see it	Evaporation
	<b>Technique</b>	Exam/ experimental investigation	Exam	Experimental investigation	Experimental investigation
	<b>Type of text</b>	Short response/procedure	Short response	Procedure	Procedure
	<b>Mode</b>	Written	Written	Written	Written
<b>Aspects of the achievement standard</b>					
classify substances according to their observable properties and behaviours					
explain everyday phenomena associated with the transfer of light					
describe the key features of our solar system					
analyse how the form of living things enables them to function in their environments					
discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions					
pose questions for investigation and predict the effect of changing variables when planning an investigation					
use equipment in ways that are safe and improve the accuracy of their observations					
construct tables and graphs to organise data and identify patterns in the data					
compare patterns in their data with predictions when suggesting explanations					
describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

