	Semester 1			Semester 2		
CURRICULUM KNOWLEDGE	**Imaginative focus: Very Short Stories** Texts: *Where will it End?, Too Late to Say, Who's Resonsible?* Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798) Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	**Information and Persuasive focus: Identifying and countering points of view** Texts: *Grey-Headed Flying Fox , Flying Fox colonies should be relocated away from suburban areas, What's the Fuss?, Australian White Ibis.* Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	**Genre focus: Poetry from a specific time period** Texts: *Clancy of the Overflow, Mulga Bill's Bicycle* Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	**Imaginative focus : Transform from poem form to narrative** Texts: *Waltzing Matilda, The Man from Snowy River* Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798) Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	**Informative and Persuasive focus: Comparing the film and novel versions** Texts: *Matilda* – novel and film version Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	**Genre focus: Biography** Texts: Biographical essay: *Cathy Freeman, Charlie Perkins, Helen Keller..* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
KNOWLEDGE APPLICATION	**R2L Teaching Cycle: Story** 1. Preparing and reading • Engage and interpret literature • Prepare and read whole text/ chapter 2. Detailed Reading • Recognise and comprehend patterns of literary language • Highlight literary language patterns 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Use the same language patterns • Write new setting, event or character 5. Joint Construction • Use well written narrative models to write a short story	**Teaching Cycle: Factual/ Argument** 1. Preparing and Reading • Read source texts about issues • Paragraph-by-paragraph reading • Highlight and discuss key information • Make notes 2. Detailed Reading • Recognise evaluative language patterns using key paragraphs from the model arguments • Highlight evaluative language patterns 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Use same evaluative language patterns • New issue and position 5. Joint Construction • Deconstruct models of arguments	**R2L Teaching Cycle: Factual/Text Response** 1. Preparing and Reading • Learn field knowledge • Paragraph-by-paragraph reading • Highlight and discuss key information • Make notes 2. Detailed Reading • Highlight key information from the text and discuss in depth 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Make notes • Write new sentences guided by the teacher 5. Joint Construction • Reconstruct stages and phases in a group performance	**R2L Teaching Cycle: Story** 1. Preparing and Reading Learn field knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes 2. Detailed Reading Highlight key information from the text and discuss in depth 3. Intensive Strategies Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing 4. Rewriting (retell-summary of the text) Use the same language patterns Write new setting, event or character 5. Joint Construction Use well written a models to transform a narrative poem into a story	**Teaching Cycle: Factual/Argument** 1. Preparing and Reading • Read source texts about issues • Paragraph-by-paragraph reading • Highlight and discuss key information • Make notes 2. Detailed Reading • Recognise evaluative language patterns using key paragraphs from the model exemplar • Highlight evaluative language patterns 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Use same evaluative language patterns • New theme and position 5. Joint Construction • Reconstruct a text interpretation on a familiar novel/film	**R2L Teaching Cycle: Factual** 1. Preparing and Reading • Learn field knowledge • Paragraph-by-paragraph reading • Highlight and discuss key information • Make notes 2. Detailed Reading • Highlight key information from the text and discuss in depth 3. Intensive Strategies • Intensify the discussion of meanings and wordings • Manipulate wordings to create meaningful sentences • Practise spelling and writing 4. Rewriting • Make notes • Write new sentences guided by the teacher 5. Joint Construction • Reconstruct stages and phases of a biography Use notes from paragraph-by-paragraph reading to organise information
ASSESSMENT	**Summative assessment:** • Written – very short story under exam conditions	**Summative assessment:** • Reading comprehension – information structures • Written persuasion – letter to the mayor	**Summative assessment (Sem 2 report) :** • Spoken: group dramatic performance of a poem	**Summative assessment:** • Multimodal – transformation of a poem into a narrative • Reading comprehension – social, historical contexts	**Summative assessment:** • Written – review (information and persuasion)	**Formative assessment :** • Written - biography for a specific audience • Spoken – group discussion (culmination of informal speaking/listening program)
	Year level Moderation	School Moderation	Cluster Moderation	Year Level Moderation	Cluster Moderation	School Moderation

ENGLISH 8 h/w

Semester 1	Semester 2
Receptive modes (listening, reading and viewing) By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. **Productive modes (speaking, writing and creating)** Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.	**Receptive modes (listening, reading and viewing)** By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. **Productive modes (speaking, writing and creating)** Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

ACHIEVEMENT STANDARD

Term 1	Term 2	Term 3	Term 4

MATHEMATICS 5 h/w

CURRICULUM KNOWLEDGE

Term 1

Unit 1:

Number and place value:
Make connections between factors & multiples; identify numbers that have 2, 3, 5, or 10 as factors; use rounding and estimating of whole numbers; represent multiplication using the split and compensate strategiy; choose appropriate procedures to represent the split and compensate strategy of multiplication; use a written strategy for addition & subtraction; round and estimate to check the reasonableness of answers; explore mental computation strategies for division; solve problems using mental computation strategies and informal recording methods; compare and evaluate strategies appropriate to different problems and make generalisations.

Fractions and decimals:
Use models to represent fractions; count on and count back using unit fractions; identify and compare unit fractions using a range of representations and solve problems using unit fractions; add and subtract simple fractions with the same denominator.

Data representation and interpretation:
Build an understanding of data; develop tehskill of defining numeraical and categorical data; generate sample questions; explain why data is either numerical or categorical; develop an understanding of why data is collected; choose appropriate methods to record data; interpret data; generalise by composing summary statements about data.

Chance:
Identify & describe possible outcomes; describe equally likely outcomes; represent probabilities of outcomes using fractions; conduct a chance experiment and appy undersatndings of probability and data collection to investigate the fairness of a game.

Using units of measurement:
Investigate time concepts and the measurement of time; read and represent 24-hour time, measure dimensions; estimate and measure the perimeters of rectanges; investigate metric units of area measurement; estimate and calculate area of rectangles.

Term 2

Unit 2:

Number and place value:
Round and estimate to check the reasonableness of answers; explore and apply mental computation straetgies for multiplication and division; solData ve multiplication and division problems with no remaindrs; solve problems using mental computation strategies and informal recording methods; compare and evaluate strategies that are appropriate to different problems; explore and identify factors and multiples.

Fractions and decimals:
Make connections between fractional numbers and the place value system; and represent, compare and order decimals.

Location and transformation:
Investigate and create reflection, translation and rotation symmetry; describe and create transformations using symmetry; transform shapes through enlargement and describe the features of transformed shapes.

Shape:
Apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations.

Geometric reasoning:
Identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles.

Patterns and algebra:
Create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities.

Data representation and interpretation:
Explore methods of data representations to construct and interpret data displays, reason with data.

Term 3

Unit 3:

Money and financial mathematics:
Investigate income and expenditure; calculate costs; investigate savings and spendings plans; develop and explain simple financial plans.

Location and transformation:
Explore mapping conventions; interpret simple maps; use alphanumeric grids to locate landmarks and plot points; describe symmetry; create symmetrical designs and enlarge shapes.

Number and place value:
Round and estimate to check an answer is reasonable; use written straetgies to add and subtract; use an array to multiply one and two digit numbers; use divisibility rules to divide; solve problems involving computation and apply computation to money problems.

Using units of measurement:
Chooses appropriate units for length, area, capacity and mass; measures length, area, capacity and mass; finds perimeter; problem solves and reasons when applying measurement to answer a question.

Fractions and decimals:
Makes connections between fractions and decimals; compares and orders decimals.

Patterns and algebera:
Creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division.

Term 4

Unit 4:

Chance:
Order chance events; express probabilities on a numerical continuum; apply probability to games of chance; make predictions in chance experiments.

Data representation and interpretation:
Design data-collection questions and tools; collect data; represent as a column graph or dot plot; interpret data to draw a conclusion.

Using units of measurement:
Read and represent 24-hour time; convert between 12 and 24-hour time.

Number and place value:
Apply mental and written strategies to solve addition, subtraction, multiplication and division problems; apply computation skills; use estimation and rounding to check reasonableness; identify and use factors and multiples.

Money and financial mathematics:
Create simple budges; calculate with money; identify GST component of invoices and receipts; make financial decisions.

Geometric reasoning:
Estimate and measure angles; construct angles using a protractor.

Location and transformation:
Use a grid to describe locations on maps; describe positions using landmarks and directional language.

Fractions and decimals:
Recognise the place value system can be extended beyond thousandths; compare, order and represent decimals; locate decimals on a number line.

SKILL DEVELOPMENT

Term 1
- Timestables (x2 – x10)
- Factors
- Multiples
- Rounding to the nearest 10, 100, 1000, 10 000
- Identifying, representing simple fractions
- Add and subtract unit fractions
- Equivalent fractions
- Classify categorical and numerical data
- List possible outcomes
- Representing probability using fractions
- Read and represent 24 hour time
- Perimeter of 2D shapes
- Area of rectangles
- Converting units of measurement (length)

Term 2
- Timestables (x2 – x10)
- Factors
- Multiples
- Rounding to the nearest 10, 100, 1000, 10 000
- Identify and represent decimals
- Place value (decimal numbers)
- Equivalent fractions and decimals
- Identify translation, rotation, reflection symmetry
- Connect nets of 3D shapes to 3D objects and vice versa
- Identify and classify benchmark angles (acute, obtuse, reflex)
- Classify categorical and numerical data

Term 3
- Calcualte profit and loss
- Calculate income and expenditure
- Best value for money problems
- Identify translation, rotation, reflection symmetry
- Using directional language
- Timestables (x2 – x10)
- Rounding to the nearest 10, 100, 1000, 10 000
- Divisibility rules
- Area Model
- Convert units of measurement (length, capacity, mass)
- Find volume
- Perimeter of 2D shapes
- Area of rectangles
- Identify and represent decimals
- Place value (decimal numbers)
- Equivalent fractions and decimals

Term 4
- List possible outcomes
- Representing probability using fractions
- Classify categorical and numerical data
- Convert 12 hour time to 24 hour time and vice versa
- Timestables (x2 – x10)
- Factors
- Multiples
- Rounding to the nearest 10, 100, 1000, 10 000
- Calcualte profit and loss
- Calculate income and expenditure
- Best value for money problems
- Identify and classify benchmark angles (acute, obtuse, reflex)
- Using directional language
- Identify and represent decimals
- Place value (decimal numbers)
- Order decimals (ascending and descending order)

Term 1	Term 2	Term 3	Term 4
ACHIEVEMENT STANDARD Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. Students interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.	Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students use a grid reference system to locate landmarks. They measure and construct different angles.	Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.	Students identify and describe factors and multiples. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data. They convert between 12- and 24-hour time.
ASSESSMENT **Multiplicative Reasoning and Fractions (summative)** Students solve multiplication and division problems by efficiently and accuarely applying a rnage of strategies, checking the reasonableness of answers, using estimation and rounding. Students locate, represent and compare and order fractions and add and subtract fractions with the same denominator. **Digging into Data (summative)** Students classify and interpret data and pose questions to gather data. **Chance Mathematical Guided Inquiry (formative)** Students use simple strategies to reason and solve a chance inquiry question.	**Generation Geometry (summative)** Part A: Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. Part B: Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. **Data Mathematical Guided Inquiry (formative)** Students use simple strategies to reason and solve a data inquiry question.	**Patterns, Money and Numbers (summative)** Students continue patterns by adding and subtracting whole numbers, fractions and decimals and find unknown quantities. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. **Year 5's Great Garden (summative)** Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles. **Measurement Mathematical Guided Inquiry (formative)** Students use simple strategies to reason and solve a measurement inquiry question.	**What is the Chance of that? (summative)** Students mathematically describe chance expeirments involving equally likely outcomes and represent those outcomes. **Time, Factors and Multiples (summative)** Students convert between 12 and hour 24 hour time. They identify and describe factors and multiples of whole numbers. **Location Mathematical Guided Inquiry (formative)** Students use simple streatgies to reason and solve a location inquiry question.

Grade 5 and 6- Rotation A - STEM

		Semester 1	Term 3	Term 4

STEM 1.5 h/w

Science

Semester 1	Term 3 / Term 4
Exploring Energy- How can we live without electricity?	**Life On Earth-** How can understanding science help us to make good decisions?
Physical Science- Students investigate electrical circuits as a means of transferring and transforming electricity. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability Excursion- Solar Buddy	**Biological Science** - Students explore the environmental conditions that affect the growth and survival of living things. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions.

Assessment

Semester 1	Term 3 / Term 4
Tasks and activities for this unit will cover the following assessment tasks Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors **Use and influence of science**- investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions **Planning and conducting-** *plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place* - *use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate* **Processing, modelling and analyzing-** *construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships* **Communicating-** *write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate* **Students engage in a community project with Kenmore Rotary and Solar Buddy to buld solar lights for students in need.**	Tasks and activities for this unit will cover the following assessment tasks *Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions* **Use and influence of science-** *investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions* **Questioning and predicting-** *pose investigable questions to identify patterns and test relationships and make reasoned predictions* **Planning and conducting-** *plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place* - *use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate* **Processing, modelling and analyzing-** *construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships* **Evaluating-** *compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions* **Communicating-** *write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate*
Assessment of student learning will be gathered from completing a STEM portfolio.	*Assessment of student learning will be gathered from completing a STEM portfolio.*

Technology

Semester 1	Term 3 / Term 4
Design and Technologies - Hands off! **Engineering principals and systems** Students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution to an environment's security need and make an electrical device that is part of the solution. They examine the role of people in engineering technology occupations in developing solutions for current and future use.	**Digital technologies – How is Data changing our world?** Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students will investigate the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems

Assessment

Semester 1	Term 3 / Term 4
Tasks and activities for this unit will cover the following assessment criteria **Technologies and society**- explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments **Technologies context: Engineering principles and systems**- explain how electrical energy can be transformed into movement, sound or light in a product or system **Technologies context: Materials and technologies specialisations**- explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions **Investigating and defining**- investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions **Generating and designing**- generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools **Producing and implementing**- select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions **Evaluating**- negotiate design criteria including sustainability to evaluate design ideas, processes and solutions **Collaborating and managing**- develop project plans that include consideration of resources to individually and collaboratively make designed solutions	Tasks and activities for this unit will cover the following assessment criteria **Digital systems**- investigate the main internal components of common digital systems and their function - examine how digital systems form networks to transmit data **Data representation**- explain how digital systems represent all data using numbers - explore how data can be represented by off and on states (zeros and ones in binary) **Collaborating and managing**- select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions **Privacy and security**- access multiple personal accounts using unique passphrases and explain the risks of password re-use - explain the creation and permanence of their digital footprint and consider privacy when collecting user data
Assessment of student learning will be gathered from completing a Design Technology portfolio.	*Assessment of student learning will be gathered from completing a Digital Technology portfolio.*

Term 1	Term 2	Term 3	Term 4

HUMANITIES AND SOCIAL SCIENCES 2 h/w

Unit 1: Using sources to analyse impacts of events on social change
Inquiry Question: How do historical events influence social change?

Unit 2: Connections between people, place and economy
Inquiry question: How have ideas about using the environment and protecting the environment changed over time?

CURRICULUM KNOWLEDGE

Unit 1:
- Explore historical events and impacts on society (colonisation and impact on First Nations people, Gold rush and Asian migrants, WW2 and impact on women's social roles, repeal of White Australia policy and multiculturalism)
- Interpreting sources and analysing different perspectives
- Anlaysing primary and secondary sources and summarise findings
- Posing of inquiry questions
- Creating timelines
- Selecting primary and secondary sources to frame an investigation

Unit 2:
- Using the environment and protecting the environment has changed over time.
- Explore the difference between industrialised economies
- Understand impacts of bushfires
- Reding geographical and economic information on maps, tables and graphs.
- Sort information sets into tables
- Present information in maps and graphs
- Compare case studies in natural disasters and response
- Analyse different perspectives
- Investigate and present information on world bushfires using maps, tables and graphs.
- Posing of inquiry research questions

ACHIEVEMENT STANDARD

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.
Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.
Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

ASSESSMENT

Assessment tasks:
- Stimulus activities reading and analysing sources from historical events
- Research Project/ field study – representing change in Australia using sources of information

Assessment tasks:
- Stimulus activities investigating bushfire management over time.
- Research project/ field study – allocating resources for land management/ responses to natural disasters

THE ARTS 1h/w (plus 30 m Music)

CURRICULUM KNOWLEDGE

Dance – Symmetry and Dance

Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme (meaning).

Students:
- explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations
- develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination
- perform dance using expressive skills to communicate a choreographer's ideas on symmetry
- explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts.

Visual Arts - The animal within
Students focus on representation of animals as companion, metaphor, totem and predator.
- Exploring the representation of animals by artists in three-dimensional form.
- Students:
- explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks
- experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view
- plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view
- compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning

Summative Assessment: Collection of work – written response/ performance

Summative Assessment: Focused analysis / work sample

Plus 30 m min

Music

Sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

Use rhythm, pitch and form symbols and terminology to compose and perform music.

Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.
Describe how their music making is influenced by music and performances from different cultures, times and places.

Music

Sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

Use rhythm, pitch and form symbols and terminology to compose and perform music.

Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.
Describe how their music making is influenced by music and performances from different cultures, times and places.

| **Formative assessment only** | **Assessment:** Student solo with an instrument accompaniment. | **Formative assessment only** | **Assessment:** Group creation of a sound piece |

HEALTH AND PHYSICAL EDUCATION 2h/w

	Term 1	Term 2	Term 3	Term 4
Physical Education	**Swimming Unit 1** Aquathon Cross Country Carnival Preparation	**Athletics:** Athletic Development & Technique Athletics Carnival Preparations	**Go Go Golf**	**Swimming Unit 2** *"Junior Life Saving Unit"* Swimming Carnival Preparation
ACHIEVEMENT STANDARD	They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke, Breastroke Survival stroke.*** They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.	They perform specialised movement skills and sequences in relation to athletics such as ***Sprinting, Long Jump, High Jump, Shot Putt/Throwing.*** They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.	They perform specialised movement skills and sequences in relation to golf such ***striking*** and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges such as ***effective generation of power, accuracy, sequence of body movement and consistency.*** They apply the elements of movement when composing and performing movement sequences.	They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke, Breastroke Survival stroke.*** They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. They perform specialised movement skills and sequences in relation to water safety and water rescue such as ***throw & reach rescue, contact tow & water survival skills.*** They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.
	Assessment: Observations/Checklists	**Assessment: Observations/Checklists**	**Assessment: Observations/Checklists**	**Assessment: Observation/Checklist** **Scenario- Rescue Prepartion & Execution** **YEAR 5: Peer Analysis/Evaluation and Presentation**
Health	**U1 - Emotional interactions** Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, safety and wellbeing, and demonstrate skills to work collaboratively. Students: • identifiy a range of relationships • describe of how emotions influence behaviour. • expain how different points of view can influence relationships. • identify safe practices that can keep themselves and others healthy, safe and well.		**U2 - Personal Social & Community Health: Healthy habits** Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. Students: • understand the meaning of preventative health • examine the role that preventative health has in maintaining health and wellbeing. • explore a range of community resources and strategies aimed at supporting health and wellbeing. • investigate healthy habits and strategies that promote and maintain health and wellbeing.	
Achievement Standard	By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problemsolving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences		By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problemsolving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences	
Assessment	**Summative Assessment: Focused analysis / work sample**		**Summative Assessment: Focused analysis / work sample**	

LANGUAGES

		Term 1	Term 2	Term 3	Term 4
LANGUAGES 1.5hr/w	**CURRICULUM KNOWLEDGE**	**Unit 1: Über mich und meine Familie / About Me and My Family** Students learn how to introduce themselves and their family, ask simple introductory questions in German. Students learn about culturally appropriate language, such as appropriate greetings throughout the German-speaking countries and when to use *du* and *Sie* and customs around names.	**Unit 2: Mein Fantasietier / My Fantasy Animal** In this unit, students use German to describe their pets and other animals. They identify and describe the features of a fantasy animal such as its appearance, diet and habitat. Students act out the story of *Die Bremer Stadtmusikanten / The Musicians of Bremen* and recognise the animal traits, linking them back to the story's social and cultural purpose.	**Unit 3: Im Restaurant / In the Restaurant** In this unit, students will explore the concept of cuisine and learn about favourite German foods and common eating practices in German-speaking countries. Students learn to identify cognates and borrowed words.	**Unit 4: Mein Lieblingsort / My favourite space** In this unit, students identify what makes a place or space a personal favourite. Students examine the genre of the magazine article and apply the conventions of this text type to their own magazine article about their favourite space.
	ACHIEVEMENT STANDARD	Students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. Students use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English. Students apply rules for pronunciation and intonation. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	Students create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	Students create texts, selecting and using a variety of vocabulary and to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students initiate and use strategies to maintain interactions in German language. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken activities that involve the language of planning and problem-solving to share information, ideas and preferences. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	Students create texts, selecting and using a variety of vocabulary and to suit context. They sequence information and ideas, and use conventions appropriate to text type. They compare language structures and features in German and English, using some metalanguage.
	ASSESSMENT	Students exchange information about themselves in a spoken German conversation. They use active listening skills and communication strategies to support interaction. Students gather and compare information from a reading text, identifying connections between culture and language.	Students create a fantasy animal to share with peers. They use German sentence structures and word order rules to describe their fantasy animal's appearance and habitat. Students respond to discussion questions about their understanding of *The Musicians of Bremen* story.	Students create a menu in German, applying appropriate punctuation and textual conventions. They write a role play in a restaurant and perform it. They identify and apply strategies to interpret meaning in German language.	Students produce an article featuring their favourite place, space or room for a German youth magazine. Students compare some German language structures and features with those of English.