**Year 5 2025 Curriculum & Assessment Plan ENGLISH**

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|  | **Achievement Standard** | By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. |
| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | Semester One | Semester Two |
| **Imaginative focus: Very Short Stories**Texts*: Where will it End?, Too Late to Say, Who’s Resonsible?*describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9E5LA03create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06 | **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.*plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05 | Genre focus: Poetry from a specific time periodTexts:  *Clancy of the Overflow, The Man from Ironbark*examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04describe the ways in which a text reflects the time and place in which it was created AC9E5LY01plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07 | **Imaginative focus : Transform from poem form to narrative**Texts: *Waltzing Matilda, The Man from Snowy River*plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06 create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05describe the ways in which a text reflects the time and place in which it was created AC9E5LY01explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07 | **Informative and Persuasive focus: Comparing the film and novel versions**Texts: *Matilda* – novel and film version understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others AC9E5LE02plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07  | Genre focus: BiographyTexts: Biographical essay: *Cathy Freeman,* *Charlie Perkins*use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04 |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**1. Preparing and reading
* Engage and interpret literature
* Prepare and read whole text/ chapter
1. Detailed Reading
* Recognise and comprehend patterns of literary language
* Highlight literary language patterns
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use the same language patterns
* Write new setting, event or character
1. 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
1. Detailed Reading
* Recognise evaluative language patterns using key paragraphs from the model arguments
* Highlight evaluative language patterns
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use same evaluative language patterns
* New issue and position
1. 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
1. Detailed Reading
* Highlight key information from the text and discuss in depth
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Make notes
* Write new sentences guided by the teacher
1. Joint Construction
* Reconstruct stages and phases in a group performance
 | **R2L Teaching Cycle: Story** 1. Preparing and Reading

Learn field knowledge Paragraph-by-paragraph readingHighlight and discuss key informationMake notes1. Detailed Reading

Highlight key information from the text and discuss in depth1. Intensive Strategies

Intensify the discussion of meanings and wordingsManipulate wordings to create meaningful sentencesPractise spelling and writing1. Rewriting (retell-summary of the text)

Use the same language patterns Write new setting, event or character1. 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
1. Detailed Reading
* Recognise evaluative language patterns using key paragraphs from the model exemplar
* Highlight evaluative language patterns
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Use same evaluative language patterns
* New theme and position
1. 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
1. Detailed Reading
* Highlight key information from the text and discuss in depth
1. Intensive Strategies
* Intensify the discussion of meanings and wordings
* Manipulate wordings to create meaningful sentences
* Practise spelling and writing
1. Rewriting
* Make notes
* Write new sentences guided by the teacher
1. 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
 | **Formative assessment :*** Written – biography (person of choice) for a specific audience
* Spoken – group discussion (culmination of informal speaking/listening program)
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| **Year level Moderation** | **School Moderation** | **Cluster Moderation** | **Year Level Moderation** | **Cluster Moderation** | **School Moderation** |

**Year 5 Curriclum & Assessment Plan MATHEMATICS**

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|  | **Achievement Standard** | By the end of Year 5, students use place value to write and order decimals including decimals greater than one. They express natural numbers as products of factors and identify multiples. Students order and represent add and subtract fractions with the same or related denominators. They represent common percentages and connect them to their fraction and decimal equivalents. Students 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. They check the reasonableness of their calculations using estimation. Students 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. They apply properties of numbers and operations to find unknown values in numerical equations involving multiplication and division. Students create and use algorithms to identify and explain patterns in the factors and multiples of numbers. They choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area. Students convert between 12- and 24-hour time. They estimate, construct and measure angles in degrees. Students use grid coordinates to locate and move positions. They connect objects to their two-dimensional nets. Students perform and describe the results of transformations and identify any symmetries. They plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools. Students identify the mode and interpret the shape of distributions of data in context. They interpret and compare data represented in line graphs. Students conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes. |
| **MATHEMATICS 5 h/w** | **CURRICULUM KNOWLEDGE** | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Unit One: Number, Space, Statistics** | **Unit Two: Number, Algebra, Measurement** | **Unit Three: Number, Space, Measurement** | **Unit Four: Number, Algebra, Probability** |
| Students further develop proficiency and positive dispositions towards mathematics and its use as they:* 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
* use materials, diagrams or arrays to become efficient with multiplication facts
* locate and move positions within a grid coordinate system to pinpoint specific locations
* recognise what stays the same and what changes when shapes undergo transformations
* use physical materials and dynamic geometric software to perform transformations

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. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:* use physical and virtual materials to experiment with factors and multiples
* use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division
* build fluency and understanding of multiplication facts.
* develop efficient strategies to multiply and divide
* use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached
* use estimation strategies to check the reasonableness of calculations when solving problems

apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems. | 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. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:* use place value to order decimals
* use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns
* 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
* find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays

develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring. |
| **ASSESSMENT** |  Summative Assessment**Exploring transformations and grid coordinates:** perform and describe transformation of shapes, identify symmetries and use grid coordinates. **Planning and conducting a statistical investigation:** plan and conduct a statistical investigation to collect, represent and interpret data.**Formative Assessment****Representing and ordering decimals and fractions** : writing and ordering decimals, hundredths, representing and ordering fractions. | **Summative Assessment*****Finding unknowns, using estimation strategies and planning an event using mathematical modelling:*** To find unknowns in equations involving multiplication and division, and check the reasonableness of calculations. To use mathematical modelling to plan a fundraising activity to make a profit.***Converting between 12- and 24- hour time:*** show understanding of relationship to convert between 12 and 24-hour time. **Formative Assessment*****Exploring factors and multiples and using proficiency with multiplication facts:*** demonstrates knowledge of factors and mutliples using algorithms and digital tools.  |  **Summative Assessment*****Connecting decimals, fractions and percentages and using mathematical modelling to solve a problem:*** add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents. To use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations.**Connecting objects to nets and measuring length, mass, capacity, perimeter and area** : connect objects to their nets. To choose and use appropriate metric units to measure length, mass and capacity. To solve problems involving perimeter and area. **Formative Assessment****Exploring angles using degrees:** use appropriate instruments and digital tools to construct and measure angles in degrees. | **Summative Assessment*****Ordering decimals and using factors and multiples:*** write and order decimals and create and use algorithms to explain patterns in factors and multiples of numbers.***Conducting repeated chance experiments:*** to order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiements describing results. **Formative Assessment*****Using factors, multiples and proficiency with multiplication facts to solve calculations:*** demonstrates knowledge of factors and mutliples using algorithms and digital tools to identify and explain patterns.  |

**Grade 5 and 6- Rotation B – STEM**

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|  | **Year Level Description** | In rotation A of the senior STEM program students will continue to explore the relationship between physical conditions of habitats and the growth and survival of living things by investigating how features of living things enable them to survive in their habitat. They begin to appreciate the role of controlling variables in fair testing and the value of accuracy in measurements. They develop explanations for the patterns they observe and recognise the importance of reflecting on their methods to identify potential sources of error before drawing conclusions. They identify and classify components in electrical circuits and learn to describe energy flows in terms of transfer and transformation. They explore observable phenomena associated with electricity as they generalise about relationships between events, phenomena and systems and use identified patterns, trends and relationships to develop scientific explanations and draw reasoned conclusions.Through Design and Technologies students experience designing and producing products, services and environments that are used in the home, local, national, regional or global communities, with consideration of society, ethics, and social and environmental sustainability factors. Students consider why and for whom technologies were developed. They engage with ideas beyond the familiar, exploring how design and technologies and the people working in technologies occupations contribute to society. They seek to explore innovation and establish their own design capabilities for designing products, services and environments. Using a range of technologies to communicate, students represent objects and ideas in a variety of forms to illustrate the development of designed solutions. Students work individually and collaboratively to identify and sequence steps needed for a design task, including negotiating criteria for success. They develop and follow plans to complete design tasks safely, adjusting when necessary. Students identify and maintain safety standards and practices when making designed solutions.Through Digital technologies students apply systems thinking when investigating the functions and purpose of each component in a digital system and their interactions with others. They examine how data is broken up and sent through networks. Through frequent practice when completing tasks and projects, will develop competence and confidence in creating content that applies agreed conventions, to explore different ways of working collaboratively, agreeing on how tasks should be allocated and content shared. Students explain how their personal data forms their permanent digital footprint. |
| **STEM 1.5 h/w** | **Science****SCIENCE** **Curriculum Knowledge**  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **How can we live without electricity?** | **Hands off!** | **How can understanding science help us to make good decisions?**  | **How are digital systems changing our world?** |
| **Physical Science**- **Exploring Energy-**  Electricity is very much a part of our daily lives. But global issues of climate change and renewable energies are impacting significanly on the production, use and cost of electrcitiy that has led scientists to find alternatives to the use of fossil fuels in creating electricity for use. This unit will investigate electrical circuits as a means of transferring and transforming electricity. Students will 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 will identify where scientific understanding and discoveries related to the production and use of electricity have, affected people’s lives. They will evaluate personal and community decisions related to use of different energy sources and their sustainability.**Excursion- Solar Buddy** | **Design and Technologies** - **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. (Science Unit – Energy and electricity) | **Biological Science** – **Life On Earth-**  What does it mean to be alive? Where do living things like to live? What helps living things survive and thrive? Students explore the environmental conditions that affect the growth and survival of living things. With the use of many inquiry skills students will make predictations, record observations to collect evidence to test their own explanations of what they think is happening, as they develop an understanding of interdependencies between physical conditions of habitats and the growth and survival of living things. Students will investigate how scientific knowledge is used by individuals to identify problems, consider responses and make decisions. | **Digital technologies** – **How are digital systems changing our world?**Digital technologies have already altered the world in which we live. Globally, we are more connected than ever before. Our personal digital footprint makes available increasing amounts of data about ourselves and the lives of others, all the while raising questions about our privacy, security and identity. In this unit, students apply systems thinking when investigating the functions and purpose of each component in a digital system and their interactions with others in meeting needs. Students examine the importance of protecting data stored in their personal accounts to explain how their personal data forms their permanent digital footprint. They evaluate their own digital footprint, considering the impact of their online choices to explain how their digital footprint impacts them and their community. |
| **Assessment** | Tasks and activities for this unit will cover the following assessment tasks**Physical Science**- 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 **Science Inquiry-** Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.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 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 **Processsing and Production skills-** Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions. | Tasks and activities for this unit will cover the following assessment tasks***Biological Science****—* examine how particular structural features and behaviours of living things enable their survival in specific habitats-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* **Science Inquiry-** Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings. | 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

**Processes and production skills-** They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. **Privacy and security- 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 STEM portfolio.* | ***Assessment of student learning will be gathered from completing a STEM portfolio.*** | *Assessment of student learning will be gathered from completing a STEM portfolio.* | ***Assessment of student learning will be gathered from completing a STEM portfolio.*** |

 **Year 5 Curriculum & Assessment Plan HASS and The Arts**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **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?** | ***What is the relationship between environments and my role as a consumer?*** | ***How do people and environments influence one another?*** | ***How are people and environments managed in Australian communities?*** |
| **CURRICULUM KNOWLEDGE**  | * Explore historical events and impacts on society (colonisation and impact on First Nations people)
* 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
 | Australian communities of the futureIn this unit, students will investigate:* a familiar personal or community economics or business issue they may experience in their everyday life
* how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used
* how different types of resources are used by societies to satisfy needs and wants of present and future generations
* how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.
 | People and the EnvironmentIn this unit, students will investigate:* the characteristics of places in Europe and North America and the location of their major countries in relation to Australia
* the human and environmental factors that influence the characteristics of places and the interconnections between people and environments
* the impact of human actions on the environmental characteristics of places in two countries in Europe and North America
* how to complete maps using cartographic conventions
* the language used to describe the relative location of places at a national scale

how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. | Managing Australian CommunitiesIn this unit, students will investigate:* how places are affected by the interconnection between people, places and environments
* the influence of people on the human characteristics of places, including how the use of space within a place is organised
* how laws impact on the lives of people in the present
* the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management
* environmental challenges in the form of natural hazards
* ways in which people respond to a geographical challenge and the possible effects of actions.
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| **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 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.. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines.. 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 , 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 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. | By the end of Year 5, explain the characteristics of places in different locations at national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They present their, findings and conclusions in a range of communication forms using discipline-specific terms . | By the end of Year 5, students identify the effects of these interconnections on the characteristics of places and environments. and describe the roles of different people in Australia’s legal system. They locate and collect data and information from a range of sources to answer inquiry questions. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships. They 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: Reasearch project * + Stimulus activities reading and analysing sources from historical events
	+ Research Project/ field study – representing change in Australia using sources of information
 | **Summative Assessment:** * To explain how people in communities make decisions about the use of resources to meet their needs and wants.
 | **Summative Assessment: Research Project**Investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. | **Summative Assessment: Project/proposals** Identify how legal and environmental issues in Australian communities can be managed. |
| **THE ARTS 1h/w (plus 30 m Music)** | **CURRICULUM KNOWLEDGE** | **Visual Arts - The animal within**Students focus on representation of animals as companion, metaphor, totem and predator from the local area.* 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
 | **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.
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|  | **Summative Assessment: Focused analysis / work sample sculpture**  | **Summative Assessment: Collection of work – written response/ performance** |
| **Plus 30 m min** | MusicSing 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.  | MusicSing 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 |

**YR 5 Curriculum & Assessment Plan HEALTH AND PHYSICAL EDUCATION**

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| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **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 problem-solving 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. |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Physical Education** | **Swimming: Stroke Technique/Development**Jnr LifesavingAquathonCross Country Carnival Preparation | **Athletics:**Athletic Development & TechniqueAthletics Carnival Preparation | **Go Go Golf** | **Swimming: Stroke Technique/Development**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 water safety and water rescue such as ***throw & reach rescue, contact tow, scenarios analysis & 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. | 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. |
|  | **Assessment: Observations/Checklists****Swimming Criteria Sheet****Scenario- Analysis****Rescue Execution****Working With Others/Rules - Checklist** | **Assessment: Observations/Checklists****Athletics Criteria Sheet** | **Assessment: Observations/Checklists****Go Go Go – Criteria Sheet** | **Assessment: Observations/Checklists****Swimming Criteria Sheet****Working With Others/Rules - Checklist** |
| **Health** | U1 - Emotional interactionsStudents 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.
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|  | **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**

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| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **Term 3** | **Term 4** | **Term 3** | **Term 4** |
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| **LANGUAGES 1.5hr/w** | **CURRICULUM KNOWLEDGE**  | Unit 1: Über mich und meine Familie / About Me and My FamilyStudents 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 RestaurantIn 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 spaceIn 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. |