

		Semester 1			Semester 2		
ENGLISH 6h/w	CURRICULUM KNOWLEDGE	<p>Imaginative focus: Narrative Creating fantasy characters & settings (C2C U1) Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. Students demonstrate the ability to analyse the development of a main character and create the first chapter of a fictional text, depicting fictional characters in relation to plot and setting.</p> <p>Texts: Know All, A Good Tip for Ghosts, The Last Supper</p>	<p>Persuasive focus: Argument Examining media texts (C2C U2) Students listen to, read, view and interpret a range of news articles to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They write a persuasive argument, from a particular viewpoint, on an environment issue.</p> <p>Texts: The March of the Toxic Invaders, Flying Fox colonies should be relocated away from suburban areas, Queenslanders should support the rehabilitation of baby flying foxes.</p>	<p>Informative: Biography Students read biographies to identify text structures and language features. They demonstrate knowledge of language features of a biography in a reading comprehension. Students gather information to create written biography about a person who displayed courage.</p>	<p>Imaginative focus: Narrative Examining characters in a novel Students listen to, read, view and interpret a narrative text. Students write a passage exploring character using narrative voice.</p> <p>Text : Matilda</p>	<p>Persuasive focus: Text response (Interpretation) U7 : Exploring narrative through novels and film Students listen to, read and view the film and novel versions of 'Matilda' to determine how the plot, characters and themes have been represented in similar or different ways, while keeping the integrity of the original text intact. Students will examine, in detail, the major plot points, how the author/director positions the audience towards a character, and what the themes are in each version. They will then write a text response comparing the novel and film and evaluate each medium's effectiveness in communicating these messages.</p>	<p>Imaginative focus : Narrative Unit 6: Responding to poetry Students listen to, read and view a range of poetry, including narrative poems to create a transformation of a narrative poem to written prose (in the form of a narrative retell) and also into a digital multimodal narrative.</p>
	KNOWLEDGE APPLICATION	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns Write new setting, event or character <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written narrative models to write a new chapter 	<p>Teaching Cycle: Argument</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns using key paragraphs from the model arguments Highlight evaluative language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use same evaluative language patterns New issue and position <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct models of arguments 	<p>R2L Teaching Cycle: Factual</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Learn field knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Highlight key information from the text and discuss in depth <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Make notes Write new sentences guided by the teacher <u>Joint Construction</u> <ul style="list-style-type: none"> Reconstruct stages and phases of a biography Use notes from paragraph-by-paragraph reading to organise information 	<p>R2L Teaching Cycle: Factual/Story</p> <p><u>Preparing and Reading</u></p> <ul style="list-style-type: none"> Learn field knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes <p><u>Detailed Reading</u></p> <ul style="list-style-type: none"> Highlight key information from the text and discuss in depth <p><u>Intensive Strategies</u></p> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <p><u>Rewriting (retell-summary of the text)</u></p> <ul style="list-style-type: none"> Make notes Write new sentences guided by the teacher Retell stage of narrative using notes <p><u>Joint Construction</u></p> <ul style="list-style-type: none"> Reconstruct stages and phases of text Use notes from paragraph-by-paragraph reading to retell narrative in own words 	<p>Teaching Cycle: Factual</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns using key paragraphs from the model exemplar Highlight evaluative language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use same evaluative language patterns New theme and position <u>Joint Construction</u> <ul style="list-style-type: none"> Reconstruct a text interpretation on a familiar novel/film 	<p>R2L Teaching Cycle: Factual/Story</p> <p><u>Preparing and Reading</u></p> <ul style="list-style-type: none"> Learn field knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes <p><u>Detailed Reading</u></p> <ul style="list-style-type: none"> Highlight key information from the text and discuss in depth <p><u>Intensive Strategies</u></p> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <p><u>Rewriting (retell-summary of the text)</u></p> <ul style="list-style-type: none"> Make notes Write new sentences guided by the teacher Retell stage of narrative using notes <p><u>Joint Construction</u></p> <ul style="list-style-type: none"> Reconstruct stages and phases of text Use notes from paragraph-by-paragraph reading to retell narrative in own words
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> NAPLAN Preparation C2C Spelling word list Noun, verb groups Editing skills Theme position Conjunctions Reference words 	<ul style="list-style-type: none"> NAPLAN Preparation C2C Spelling word list Noun, verb groups Editing Fact/opinion statements Modal verbs Appraisal language Formal/informal language Sentence starters Connectives (compare and contrast vocabulary) 	<ul style="list-style-type: none"> C2C Spelling word list Noun, verb groups Editing Sentence starters Connectives Appraisal language Modal verbs Fact/opinion statements Formal/informal language Appraisal/evaluative language Figurative language 	<ul style="list-style-type: none"> C2C Spelling word list Noun, verb groups Editing Noun, verb groups Editing skills Theme position Conjunctions Reference words 	<ul style="list-style-type: none"> C2C Spelling word list Noun, verb groups Editing Sentence starters Connectives Appraisal language Modal verbs Fact/opinion statements Formal/informal language Appraisal/evaluative language 	<ul style="list-style-type: none"> C2C Spelling word list Noun, verb groups Editing Noun, verb groups Editing skills Theme position Conjunctions Reference words

Semester 1

Semester 2

ACHIEVEMENT STANDARD	<p>Receptive modes (listening, reading and viewing)</p> <ul style="list-style-type: none"> explain how text structures assist in understanding the text. Analyse and explain literal and implied information from a variety of texts. They listen and ask questions to clarify content. <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. make presentations and contribute actively to class and group discussions, taking into account other perspectives. 	<p>Receptive modes (listening, reading and viewing)</p> <ul style="list-style-type: none"> Explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of events. Analyse and explain literal and implied information Describe how events, in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> 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. Create a variety of sequenced texts for different purposes and audiences. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. 	<p>Receptive modes (listening, reading and viewing)</p> <ul style="list-style-type: none"> explain how text structures assist in understanding the text. understand how language features, and vocabulary influence interpretations of characters, settings and events. analyse and explain literal and implied information from texts. describe how events, characters and settings in texts are depicted and explain their own responses to them. <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> create informative texts. demonstrate understanding of grammar using a variety of sentence types. select specific vocabulary and use accurate spelling and punctuation. edit their work for cohesive structure and meaning. 	<p>Receptive modes (listening, reading and viewing)</p> <ul style="list-style-type: none"> <u>Understand</u> how language features, vocabulary influence interpretations of characters, settings and events. <u>Analyse</u> and <u>explain</u> literal and implied information from a variety of texts. They <u>describe</u> how events, characters and settings in texts are depicted. <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> Students use language features to show how ideas can be extended. Students create imaginative for different purposes and audiences. When writing, they <u>demonstrate</u> understanding of grammar using a variety of sentence types. They <u>select</u> specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning. 	<p>Receptive modes (listening, reading and viewing)</p> <ul style="list-style-type: none"> Explain how text structures assist in understanding the text. <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> Use language features to show how ideas can be extended. Create a variety of sequenced texts, editing their work to provide structure and meaning. 	<p>Receptive modes (listening, reading and viewing)</p> <ul style="list-style-type: none"> Understand how language features, images and vocabulary influence interpretations of characters, settings and events. They describe how events, characters and settings in texts are depicted <p>Productive modes (speaking, writing and creating)</p> <ul style="list-style-type: none"> Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.
	<p>Formative assessment : Written imaginative text Plan and write the first chapter of a sci-fi or fantasy text.</p> <ul style="list-style-type: none"> establish the setting introduce contrasting characters include a series of events that lead to the next chapter. 	<p>Summative assessment : Persuasive argument</p> <ul style="list-style-type: none"> comprehending the main arguments in support of different points of view in relation to an environmental issue evaluating, selecting and sequencing information when planning a persuasive argument. 	<p>Summative assessment : Reading Comprehension</p> <ul style="list-style-type: none"> analyses and explains literal and implied information from texts. Describes how events, characters and settings in texts are depicted and explains own responses to them. <p>Informative response – written</p> <ul style="list-style-type: none"> write a biography, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem. 	<p>Summative assessment: Narrative writing</p> <ul style="list-style-type: none"> Write a passage, innovating on the characters and themes from ‘Matilda’ focusing on narrative voice. Edits work for cohesive structure and meaning. 	<p>Formative and summative assessment: Text Interpretation of ‘Matilda’ film and novel Select a film to review.</p> <ul style="list-style-type: none"> Evaluate the film. Plan and draft your film review. 	<p>Formative assessment: Poem to prose retell</p> <ul style="list-style-type: none"> Transform a narrative poem into prose and retell the story in narrative form.
	Year level Moderation	School Moderation	Cluster Moderation	Year Level Moderation	Cluster Moderation	School Moderation

		Term 1	Term 2	Term 3	Term 4
MATHEMATICS 5h/w CURRICULUM KNOWLEDGE		<p>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 strategy; 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.</p> <p>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.</p> <p>Data representation and interpretation: Build an understanding of data; develop tehskill of defining numerical 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.</p> <p>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.</p> <p>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 rectangles; investigate metric units of area measurement; estimate and calculate area of rectangles.</p>	<p>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.</p> <p>Fractions and decimals: Make connections between fractional numbers and the place value system; and represent, compare and order decimals.</p> <p>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.</p> <p>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.</p> <p>Geometric reasoning: Identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles.</p> <p>Patterns and algebra: Create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities.</p> <p>Data representation and interpretation: Explore methods of data representations to construct and interpret data displays, reason with data.</p>	<p>Unit 3: Money and financial mathematics: Investigate income and expenditure; calculate costs; investigate savings and spendings plans; develop and explain simple financial plans.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Fractions and decimals: Makes connections between fractions and decimals; compares and orders decimals.</p> <p>Patterns and algebra: 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.</p>	<p>Unit 4: Chance: Order chance events; express probabilities on a numerical continuum; apply probability to games of chance; make predictions in chance experiments.</p> <p>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.</p> <p>Using units of measurement: Read and represent 24-hour time; convert between 12 and 24-hour time.</p> <p>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.</p> <p>Money and financial mathematics: Create simple budges; calculate with money; identify GST component of invoices and receipts; make financial decisions.</p> <p>Geometric reasoning: Estimate and measure angles; construct angles using a protractor.</p> <p>Location and transformation: Use a grid to describe locations on maps; describe positions using landmarks and directional language.</p> <p>Fractions and decimals: Recognise the place value system can be extended beyond thousandths; compare, order and represent decimals; locate decimals on a number line.</p>
	SKILL DEVELOPMENT		<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 shap es to 3D objects and vice versa • Identify and classify benchmark angles (acute, obtuse, reflex) • Classify categorical and numerical data 	<ul style="list-style-type: none"> • 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 1	Term 2	Term 3	Term 4
ACHIEVEMENT STANDARD		<p>They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.</p> <p>They find unknown quantities in number sentences, volume, capacity and mass, and calculate perimeter and area of rectangles. Students use a grid reference system to locate landmarks. They measure and construct different angles.</p>	<p>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 explain plans for simple budgets. Students compare and interpret different data sets.</p> <p>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. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. 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.</p>	<p>Students identify and describe factors and multiples. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and 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. They convert between 12 and 24 hour time. They measure and construct different angles. 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.</p>	<p>They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.</p> <p>They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.</p>
	ASSESSMENT	<p>Multiplicative Reasoning and Fractions (summative) Students solve multiplication and division problems by efficiently and accurately applying a range 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.</p> <p>Digging into Data (summative) Students classify and interpret data and pose questions to gather data.</p> <p>Chance Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a chance inquiry question.</p>	<p>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.</p> <p>Data Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a data inquiry question.</p>	<p>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.</p> <p>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.</p> <p>Measurement Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p>What is the Chance of that? (summative) Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p> <p>Time, Factors and Multiples (summative) Students convert between 12 and hour 24 hour time. They identify and describe factors and multiples of whole numbers.</p> <p>Location Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a location inquiry question.</p>

		Term 1	Term 2	Term 3	Term 4
STEM 3h15m/w		Matter matters (C2C Unit 4)	Our place in the solar system (C2C Unit 2)	Survival in the environment (C2C Unit 1)	Now you see it (C2C Unit 3)
	CURRICULUM KNOWLEDGE	Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.	Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.	Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.	Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.
	ACHIEVEMENT STANDARD	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.
	ASSESSMENT	Assessment- Explaining solids, liquids and gases Collection of worksheets activities Students complete activities to describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using an multimodal planners	Assessment- Exploring the solar system Multi-modal presentation Students describe key features of the solar system. Students will use collected data about the solar system to construct a scale model of the solar system on the school oval.	Assessment- Creating a creature Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.	Assessment- Exploring the transfer of light <i>Experimental investigation</i> Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.
	CURRICULUM KNOWLEDGE		Digital Technologies- Data changing our world (C2C Unit 2) In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically. Students will use the data from their solar system planets investigation and collate the data into a spreadsheet to use formulas to sort the data so that students can replicate the solar system as a model on the school oval.	Design and technology- Design for nature (C2C Unit 3) Materials and technologies specialisations In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area. They will examine the role of people in a range of technologies occupations and the tools and techniques they use.	Digital Technology- (C2C Unit 1 Part B- Introduction) A-maze-ing digital designs In this unit students engage in a number of activities, including: <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language within a maze game context working collaboratively to create a new maze game.
	ACHIEVEMENT STANDARD		Years 5 and 6 Achievement Standard By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision- making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.	Years 5 and 6 Achievement Standard By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.	Years 5 and 6 Achievement Standard By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision- making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.
	ASSESSMENT		Assessment- Data changing our world: Portfolio Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students design and create an interactive spreadsheet, share information ethically.	Assessment- Design for nature: Portfolio Students design and make a product that supports wildlife to coexist in the school environment.	Assessment- A-maze-ing digital designs Portfolio Assessment of student learning will be gathered from an assessment portfolio which includes a collaborative digital solution.

		Term 1	Term 2	Term 3	Term 4	
		<i>How do people and environments influence one another?</i>	<i>How are people and environments managed in Australian communities?</i>	<i>How have individuals and groups in the colonial past contributed to the development of Australia?</i>	<i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i>	<i>What is the relationship between environments and my role as a consumer?</i>
HUMANITIES AND SOCIAL SCIENCES 2h/w	CURRICULUM KNOWLEDGE	<p>U1 – People and the Environment In 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.</p>	<p>U2 – Managing Australian Communities In 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.</p>	<p>U3 – Communities in colonial Australia In this unit, students will investigate: key events related to the development of British colonies in Australia after 1800 the economic, political and social reasons for colonial developments in Australia after 1800 aspects of daily life for different groups of people during the colonial period in Australia the effects that colonisation had on the lives of Aboriginal peoples and on the environment significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration the significance of individuals and groups in shaping the colonies, especially through inland exploration..</p>	<p>U4 – Participating in Australian Communities In this unit, students will investigate: the key values of Australia’s liberal democratic system of government, particularly the values of freedom, equality, fairness and justice significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor representative democracy and voting processes in Australia how laws impacted on the lives of people in the past.</p>	<p>U5 - Australian communities of the future In 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.</p>
	ACHIEVEMENT STANDARD	<p>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 .</p>	<p>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.</p>	<p>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. . They locate and collect data and information from a range of sources. They examine sources to determine their purpose and to identify different viewpoints. Students sequence information about events, the lives of individuals 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.</p>	<p>By the end of Year 5, students identify the importance of values and processes to Australia’s democracy. They describe different views on how to respond to an issue or challenge. Students develop questions for an investigation. They 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.</p>	<p>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.</p>
	ASSESSMENT	<p>Summative Assessment: Research Project Investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p>	<p>Summative Assessment: Project/proposals Identify how legal and environmental issues in Australian communities can be managed.</p>	<p>Summative Assessment: research project To describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia.</p>	<p>Summative Assessment: research project To investigate democratic values and processes in the school community.</p>	<p>Summative Assessment: To explain how people in communities make decisions about the use of resources to meet their needs and wants.</p>

THE ARTS

		Term 1	Term 2	Term 3	Term 4	
THE ARTS 1h15m/w	CURRICULUM KNOWLEDGE	Visual Arts – U1 - The animal within <ul style="list-style-type: none"> Students focus on representation of animals as companion, metaphor, totem and predator. Exploring the representation of animals by artists in three-dimensional form. Students: <ul style="list-style-type: none"> 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 		Visual Arts – U3 – Design Process <ul style="list-style-type: none"> Explore the Design Process and use it to identify a need and design a product to enhance school engagement/ interaction/ purpose 		Media Arts – U1 - Light and shadow Students shape time and space to explore representations in media art forms. Exploring form, light and shadow in film and photography. Students: <ul style="list-style-type: none"> explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting explain how elements of media arts & story principles communicate meaning through comparison of media artworks from Australia
	Summative Assessment: Focused analysis / work sample		Summative Assessment: Focused analysis / work sample		Summative Assessment: Focused analysis / work sample	
	Music During music lessons, students learn to play the recorder, participate in rhythm work and staff notation.		Music During music lessons, students develop understandings of recorder, rhythm work and accompaniments, staff notation		Music During music lessons, students continue to develop understandings of recorder, rhythm work, staff notation, and ostanati (rhythmic and melodic).	
	Assessment: Teacher observations-Recorder playing, Reading/ writing/ playing rhythms, Reading and writing notes on the staff		Assessment: Teacher observations-Recorder playing, Reading/ writing/ playing known songs; Reading and writing solfa sounds; Small group performance		Assessment: Teacher observations-Reading/ writing/ playing rhythms; Reading, writing and performing notes on the staff	
		Music During music lessons, students will create, practise, present, respond and reflect using elements of rhythm work, ostanati (rhythmic and melodic), solfa sounds and handsigns.		Assessment: Teacher observations-Reading/ writing/ playing rhythms; Reading, writing and performing solfa sounds; Small group performances		

		Term 1	Term 2	Term 3	Term 4
HEALTH AND PHYSICAL EDUCATION 2h/w	CURRICULUM KNOWLEDGE	<p>Splash Splash In this context students practise and refine fundamental movements skills to perform the swimming strokes of freestyle, backstroke and breaststroke. They also examine the benefits of being fit and physically active and how they relate to swimming. Students:</p> <ul style="list-style-type: none"> Develop arm, leg and breathing movements to perform recognized strokes Understand how timing and effort affect movements and overall strokes Develop advanced swimming skills of diving, turning and body position specific to individual strokes Understand the benefits of being fit and physically active and how they relate to swimming 	<p>Athletics Students develop fundamental movement skills specific to athletics. They perform running, jumping and throwing sequences in authentic situations. Students:</p> <ul style="list-style-type: none"> Refine fundamental movement skills of running, throwing and jumping Combine fundamental movement skills to form sequences Develop advanced athletic skills in long jump, throwing events, sprint starts and relays Apply the elements of movement and sequences to perform athletic events 	<p>Ball Skills – hit, throw, catch, kick (C2C U3 replace BB / C2C U1 no music) Students apply strategies for working cooperatively and following rules fairly. They demonstrate:</p> <ul style="list-style-type: none"> refined striking of a T, fielding skills over arm and underarm throws with small balls rugby pass punt kick catching of large and small balls Students consider and combine the concepts and strategies when participating in interschool sporting teams and intraschool activities. 	<p>Swim and Survive Level 5 Provide students with safety and survival skills including basic techniques of clothed survival swimming and extend the range of swimming skills and personal fitness for survival. Students demonstrate proficiency in:</p> <ul style="list-style-type: none"> diving egg beater kick endurance swimming freestyle, backstroke, survival backstroke, breaststroke removing clothing in the water using clothing, rope or item to pull a struggling swimmer to safety
	ACHIEVEMENT STANDARD	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.	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.	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.	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.
		Assessment: Observations / checklists	Assessment: Observations / checklists	Assessment: Observations / checklists	Assessment: Swim and Survive level 5 test
	CURRICULUM KNOWLEDGE	<p>U2 - Personal Social & Community Health: Healthy habits (T1) 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:</p> <ul style="list-style-type: none"> 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. 		<p>U3 – Personal, Social & Community Health: Multicultural Australia (T3) Identify the cultural groups in Australia and their habits, celebrations, cultural foods, and how these foods comply to the Australian guide to healthy eating.</p> <ul style="list-style-type: none"> identify the cultures that are found within the Australian community and the parts of the world that these cultures originate explore the cultures represented in the room/Australia and investigate the cultures and the foods that are specific to each culture – indigenous culture and bush tucker foods identify some of the habits that are peculiar to these cultures investigate what shapes our food culture – diversity, environment identify how they celebrate various occasions over time review the guide to healthy eating and investigate the nutritive value of the cultural foods and how healthy their diet is and suggest modifications investigate a particular culture and explore their traditional foods, suggest modifications to the way they are cooked or the types of foods to find a celebration meal that is healthy and complies with the Australian Guide to Healthy Eating. 	
		Summative Assessment: Focused analysis / work sample		Summative Assessment: Focused analysis / work sample	
LANGUAGES 1h30m/w	CURRICULUM KNOWLEDGE	<p>Unit 1: What's in a name? In this unit, students explore the concept of names, the meanings they hold and their background in German-speaking countries and Australia. Students use language to communicate ideas relating to personal names and personal identity.</p>	<p>Unit 2: What is family? In this unit, students use language to communicate ideas relating to the concept of family and group identity.</p>	<p>Unit 3: What are personal spaces? In this unit, students will explore the concept of self-identity in the context of personal spaces in Australia and German speaking cultures.</p>	<p>Unit 4 How do we play? In this unit students will explore the concept of play and the games young people in German-speaking countries play.</p>
	ACHIEVEMENT STANDARD	Students gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They make connections between culture and language use, and identify ways that language use is shaped by and reflects values, ideas and norms of a community.	Students use written and spoken German to relate experiences and express feelings. They use complete sentences in familiar contexts. They use descriptive and expressive vocabulary and convey information and opinions in different formats to suit specific audiences and purposes. They identify and apply some of the systematic sentence structure and word order rules of German.	Students use descriptive and expressive vocabulary, including adjectives to express feelings and make statements and convey information and opinions in different formats to suit specific audiences and purposes. They apply the conventions of commonly used text types, and identify differences in language features and text structures.	Students use spoken German for classroom interactions, to carry out transactions. They use complete sentences in familiar contexts to respond to requests and share experiences of learning. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation and produce original sentences with some common separable verbs. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words.
	ASSESSMENT	<p>Collection of work: listening, writing and reflecting Students gather and compare information from a spoken text and convey information in different formats, identifying connections between culture and language.</p>	<p>Collection of work: writing, speaking and reflecting Students convey information about family to others. Students use German systematic sentence structures and word order rules.</p>	<p>Collection of work: writing and analysing Students produce a short informative text applying the conventions of a familiar text type. Students identify text structures and language features.</p>	<p>Collection of work: speaking, writing and analysing Students explain and play a game, and analyse and reflect on rules for pronunciation.</p>
Excursion		Planetarium		Year 5 camp	