

BOONDALL STATE SCHOOL YEAR 5: YEAR LEVEL PLAN

ENGLISH	6 hours/week	Year Level Description	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</p> <p>In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances.</p> <p>The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.</p> <p>Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.</p>			
		Title	Boondall English Unit 1 (adapted from C2C unit 1)	Boondall English Unit 2 (adapted from C2C unit 2)	Boondall English Unit 3 (adapted from C2C unit 4 and 5)	Boondall English Unit 4 (adapted from C2C unit 6)
		Unit Description	Examining and analysing fantasy texts	Examining media texts	Appreciating poetry	Exploring narrative through novels and film
		Unit Description	Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response.	Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal persuasive response, including written and visual elements, from a particular viewpoint.	Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.	Students listen to, read and view narrative films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation of the novel. Students express and justify opinions about aspect of the novels and films during group discussions.
		Student responses to summative assessment tasks provides evidence of their learning and represents their achievements over reporting period. The assessment tasks should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.				
		Assessment Purpose Statement	Analysis of the characters in an imaginative text Students analyse how a character is represented by the author in a fantasy novel.	Comprehend a feature article Students interpret and analyse information from a feature article. Digital multi-modal persuasive response Students write a persuasive text that presents a particular point of view about an issue	Digital multimodal narrative <i>Poster/multi-modal presentation</i> Students explain the topic, purpose and audience of the poem and create a digital multimodal transformation of a narrative poem.	Written comparison of a novel and film <i>Written</i> Students write a comparison of a novel and its film adaptation and state a preference.
		Assessment Conventions	Text – imaginative - fantasy Technique – extended response Mode - written Conditions – individual, access to resources, planning template, drafting in lesson time, conferencing and feedback provided by teacher	Text – informative – comprehension, persuasive - written Technique – short/long answers, multiple choice, extended response Mode - written Conditions – individual, access to resources, stimulus material provided, planning template, drafting in lesson time, conferencing and feedback provided by teacher	Text – imaginative - poetry Technique – short answers, extended response Mode – written, multimodal, spoken Conditions – individual, access to resources, stimulus material provided, planning template, drafting in lesson time, conferencing and feedback provided by teacher	Text – informative –comparison Technique – short answers, extended response Mode - written Conditions – individual, access to resources, stimulus material provided, planning template, drafting in lesson time, conferencing and feedback provided by teacher
Aspect of Achievement Standard	Receptive modes (listening, reading and viewing) By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. Productive modes (speaking, writing and creating) Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.	Receptive modes (listening, reading and viewing) By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. Productive modes (speaking, writing and creating) Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.	Receptive modes (listening, reading and viewing) By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. Productive modes (speaking, writing and creating) Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.	Receptive modes (listening, reading and viewing) By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. Productive modes (speaking, writing and creating) Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.		

		Students create imaginative, informative and persuasive texts for different purposes and audiences . They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives . When writing, they demonstrate understanding of grammar using a variety of sentence types . They select specific vocabulary and use accurate spelling and punctuation . They edit their work for cohesive structure and meaning .	Students create imaginative, informative and persuasive texts for different purposes and audiences . They make presentations which include multimodal elements for defined purposes . They contribute actively to class and group discussions, taking into account other perspectives . When writing, they demonstrate understanding of grammar using a variety of sentence types . They select specific vocabulary and use accurate spelling and punctuation . They edit their work for cohesive structure and meaning .	Students create imaginative, informative and persuasive texts for different purposes and audiences . They make presentations which include multimodal elements for defined purposes . They contribute actively to class and group discussions, taking into account other perspectives . When writing, they demonstrate understanding of grammar using a variety of sentence types . They select specific vocabulary and use accurate spelling and punctuation . They edit their work for cohesive structure and meaning .	Students create imaginative, informative and persuasive texts for different purposes and audiences . They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives . When writing, they demonstrate understanding of grammar using a variety of sentence types . They select specific vocabulary and use accurate spelling and punctuation . They edit their work for cohesive structure and meaning .	
		Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed	
General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	
Key	General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability		Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability			
Content descriptions for Year 5 English Review for balance and coverage of content descriptions	Language		Semester 1		Semester 2	
			BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
	Language variation and change					
	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)		✓	✓	✓	✓
	Language for interaction					
	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)			✓	✓	✓
	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)			✓	✓	✓
	Text structure and organisation					
	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)			✓	✓	✓
	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)		✓	✓	✓	✓
	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)			✓	✓	✓
	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)			✓		
	Expressing and developing ideas					
	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)					✓
	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)		✓	✓	✓	
Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)				✓		
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)		✓	✓	✓	✓	
Phonic and word knowledge						
Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)		✓	✓	✓	✓	
Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)		✓	✓	✓	✓	
Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)		✓	✓	✓	✓	

Literature	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Literature and context				
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)			✓	✓
Responding to literature				
Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	✓	✓		✓
Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	✓	✓	✓	✓
Examining literature				
Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	✓	✓		✓
Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)			✓	
Creating literature				
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)			✓	
Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)		✓		
Literacy				
	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Texts in context				
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)		✓	✓	✓
Interacting with others				
Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)		✓		✓
Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)			✓	✓
Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)			✓	
Interpreting, analysing, evaluating				
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	✓	✓	✓	✓
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	✓	✓	✓	✓
Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	✓	✓	✓	✓
Creating texts				
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	✓	✓	✓	✓
Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	✓	✓	✓	✓
Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	✓	✓	✓	✓
Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)		✓	✓	

MATHEMATICS	5 hours/week	Year Level Description	<p>The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.</p> <p>At this year level:</p> <ul style="list-style-type: none"> • understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry • fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles • problem-solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans • reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets. 					
		Unit Description	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4		
		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, 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 and 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 and make generalisations. • Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator. • Using units of measurement — investigate time concepts and the measurement of time, read & represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples. • Fractions and decimals — make connections between fractional numbers and the place value system and represent, compare and order decimals. • Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities. • 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. • Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — round and estimate to check if an answer is reasonable, use written strategies 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, adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders. • Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals. • Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • 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 • Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems. • Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond. • Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions. 			
Assessment	<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>				<p>Interpreting data and posing questions to collect data (Digging into Data) Written Students classify and interpret data and pose questions to gather data.</p> <p>Solving simple multiplication, division and fraction problems <i>Short answer questions</i> Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator</p> <p>Ticking with Time Perimeter Area</p>	<p>Applying shape, angle and transformation concepts (Generation Geometry) Written Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.</p> <p>Delivering Decimals Factors and Multiples Sailing into Symmetry Connecting 2D with 3D Representations Completing Calculations Basic Facts – teacher made Operations – teacher made</p>	<p>Continuing patterns, calculating with money and numbers (Eggcellent Idea – modified into 2 teats) <i>Short answer questions</i> Students continue patterns by adding and subtracting fractions and decimals and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p> <p>Calculating measurements (Great Gardens) <i>Short answer questions</i> Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.</p> <p>Perfecting Patterns Look at Location Stuart’s Budget</p>	<p>Describing chance and probability <i>Short answer questions</i> Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p> <p>Calculating time Identifying factors and multiples <i>Short answer questions</i> Students convert between 12 and 24-hour time. They identify and describe factors and multiples of whole numbers.</p> <p>Angles Chance and Probability Graphing Test - Teacher made Basic Facts – teacher made Operations – teacher made</p>

		Basic Facts – teacher made Operations – teacher made		Basic Facts – teacher made Operations – teacher made	
	Assessment Conventions	Text – test/examination Techniques – short answers, numbers, explanations Mode - written Conditions – individual, access to Mathematical equipment	Text - test/examination Techniques - short answers, numbers, explanations Mode - written Conditions - individual, access to Mathematical equipment	Text - test/examination Techniques - short answers, numbers, explanations Mode - written Conditions - individual, access to Mathematical equipment	Text - test/examination Techniques - short answers, numbers, explanations Mode - written Conditions - individual, access to Mathematical equipment
	Aspects of Achievement Standard	By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. 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. 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. Taught Assessed	By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. 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All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.					
	Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.			
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 
	Key	General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability	Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking	Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability	

Number and Algebra	Semester 1		Semester 2	
	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
Number and place value				
Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098)	✓	✓		✓
Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099)	✓	✓	✓	✓
Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)	✓	✓	✓	✓
Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101)	✓	✓	✓	✓
Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)	✓	✓	✓	✓
Fractions and decimals				
Compare and order common unit fractions and locate and represent them on a number line (ACMNA102)	✓		✓	
Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103)	✓		✓	
Recognise that the place value system can be extended beyond hundredths (ACMNA104)		✓	✓	✓
Compare order and represent decimals (ACMNA105)		✓	✓	✓
Money and financial mathematics				
Create simple financial plans (ACMNA106)			✓	✓
Patterns and algebra				
Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107)		✓	✓	
Use equivalent number sentences involving multiplication and division to find unknown quantities (ACMNA121)		✓	✓	
Measurement and Geometry	Semester 1		Semester 2	
	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
Using units of measurement				
Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108)	✓		✓	✓
Calculate the perimeter and area of rectangles using familiar metric units (ACMMG109)	✓		✓	
Compare 12- and 24-hour time systems and convert between them (ACMMG110)	✓			✓
Shape				
Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111)		✓		
Location and transformation				
Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)				✓
Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries (ACMMG114)		✓	✓	
Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (ACMMG115)		✓	✓	
Geometric reasoning				
Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112)		✓		✓
Statistics and Probability	Semester 1		Semester 2	
	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
Chance				
List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116)	✓			✓
Recognise that probabilities range from 0 to 1 (ACMSP117)				✓
Data representation and interpretation				
Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)	✓	✓	✓	✓
Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)	✓	✓	✓	✓
Describe and interpret different data sets in context (ACMSP120)	✓			✓

Content descriptions for Year 5 Mathematics
Review for balance and coverage of content descriptions

SCIENCE	1 hour 45 min /week	Year Level Description	<p>The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.</p> <p>Incorporating the key ideas of science</p> <p>Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.</p> <p>In Year 5, students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and explanations for the patterns they observe.</p>			
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
		Unit Description	<p>BIOLOGICAL SCIENCES Survival in the environment</p> <p>Inquiry Question How do adaptations help living things to survive in changing environments?</p> <p>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.</p>	<p>EARTH & SPACE SCIENCES Our place in the solar system</p> <p>Inquiry Question</p> <p>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.</p>	<p>PHYSICAL SCIENCES Now you see it</p> <p>Inquiry Question</p> <p>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.</p>	<p>CHEMICAL SCIENCES Matter matters</p> <p>Inquiry Question</p> <p>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.</p>
		Assessment	<p>Creating a creature <i>Multimodal presentation</i></p> <p>Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts - PowerPoint</p>	<p>Exploring the solar system <i>Research</i></p> <p>Students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems.</p> <p>Part A – Research - planet facts on a data table Part B – Research - compare a planet to Earth Part C – Short answers – Exploration of the Solar System Part D – Youtube – Trace Space Back to You Part E – Research – Contribution to our knowledge of space</p>	<p>Exploring the transfer of light <i>Experimental investigation</i></p> <p>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.</p>	<p>Investigating evaporation and explaining solids, liquids and gases <i>Experimental Investigation</i></p> <p>Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>
		Assessment Conventions	<p>Text - Procedure Techniques – Investigation, extended response Mode – written, multimodal Conditions – individual, access to computer</p>	<p>Text – Information report Techniques – Investigation - research, short answers, extended answers Mode – written, multimodal, visual Conditions – individual, access to the computer, teacher show Youtube article</p>	<p>Text – procedure Techniques – Experimental investigation - short answers, experiment, extended answers, diagrams Mode – written, experiment Conditions – individual, access to teacher assistance</p>	<p>Text - procedure Techniques - Experimental investigation - short answers, experiment, extended answers, diagrams Mode - written, experiment Conditions - individual, access to teacher assistance</p>
		Aspects of Achievement Standard	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
		Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.				

	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>	<p>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.</p> <p>Taught Assessed</p>		
All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.						
Moderation	<p>Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>					
General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>		
Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 		<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 			
content descriptions for Year 5 Science Review for balance and coverage of content descriptions	Science Understanding		Semester 1		Semester 2	
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
	Biological sciences					
	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)		✓			
	Chemical sciences					
	Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)					✓
	Earth and space sciences					
	The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)			✓		
	Physical sciences					
	Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)				✓	
	Science as a Human Endeavour		Semester 1		Semester 2	
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
	Nature and development sciences					
	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081)		✓	✓	✓	✓
	Use and influence of science					
Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)		✓	✓	✓	✓	
Science Inquiry Skills		Semester 1		Semester 2		
		C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4	
Questioning and predicting						
With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231)		✓	✓	✓	✓	
Planning and conducting						

	Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086)	✓	✓	✓	✓
	Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS087)		✓	✓	✓
Processing and analysing data and information					
	Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS090)	✓	✓	✓	✓
	Compare data with predictions and use as evidence in developing explanations (AC SIS218)	✓	✓	✓	✓
Evaluating					
	Reflect on and suggest improvements to scientific investigations (AC SIS091)			✓	✓
Communicating					
	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS093)	✓	✓	✓	✓

Year Level Description	<p>Australian communities – their past, present and possible futures The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students' geographical knowledge of Australia and the world is expanded as they explore the continents of Europe and North America, and study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future. The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context. The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. Inquiry Questions A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.</p> <ul style="list-style-type: none"> • How have individuals and groups in the past and present contributed to the development of Australia? • What is the relationship between environments and my roles as a consumer and citizen? • How have people enacted their values and perceptions about their community, other people and places, past and present? 				
	C2C Unit 1	C2C Unit 2	C2C Unit 5	C2C Unit 3	C2C Unit 4
	People and the environment	Managing Australian communities	Australian communities of the future	Communities in colonial Australia (1800's)	Participating in Australian Communities
Unit Description	<p>Inquiry question:</p> <ul style="list-style-type: none"> • How do people and environments influence one another? <p>In this unit, students:</p> <ul style="list-style-type: none"> • examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia • describe the relative location of places at a national scale • identify and describe the human and environmental factors that influence the characteristics of places • examine the interconnections between people and environments • investigate the impact of human actions on the environmental characteristics of places in Europe and North America • organise data in a range of formats using appropriate conventions • interpret data to identify simple patterns, trends, spatial distributions and infer relationships • evaluate evidence about the characteristics of places to draw conclusions about preferred places to live • present findings and conclusions using discipline-specific terms. 	<p>Inquiry question:</p> <ul style="list-style-type: none"> • How are people and environments managed in Australian communities? <p>In this unit, students:</p> <ul style="list-style-type: none"> • examine how Australian communities are affected by the interconnection between people, places and environments • investigate the importance of laws and regulations in managing people and environments in Australian communities • explore the influence of people on the human characteristics of places, including the organisation of space through zoning • recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management • investigate environmental challenges such as natural hazards and their effect on Australian communities • explore the principles involved in minimising the harmful effects of natural hazards • interpret data to evaluate the ways citizens responded to an Australian natural hazard • propose ways in which citizens can respond to natural hazards and describe the possible effects of actions. 	<p>Inquiry question:</p> <ul style="list-style-type: none"> • What is the relationship between environments and my role as a consumer? <p>In this unit, students:</p> <ul style="list-style-type: none"> • examine how to distinguish between needs and wants • identify why choices need to be made about how limited resources are used • investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations • describe a variety of factors influence consumer choices • identify and present findings about different strategies that can be used to help make informed personal consumer and financial choices. 	<p>Inquiry question:</p> <ul style="list-style-type: none"> • How have individuals and groups in the colonial past contributed to the development of Australia? <p>In this unit, students:</p> <ul style="list-style-type: none"> • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines. 	<p>Inquiry question:</p> <ul style="list-style-type: none"> • How have people enacted their values and perceptions about their community, other people and places, past and present? <p>In this unit, students:</p> <ul style="list-style-type: none"> • investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia • explore representative democracy and voting processes in Australia • investigate how students enact democratic values and processes through participating in school elections • generate alternative responses to a democratic issue and propose action by describing the positive and negative effects • present ideas about proposed actions in response to a democratic issue.
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>					
Assessment	<p>Research Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p>	<p>Supervised assessment Students identify how legal and environmental issues in Australian communities can be managed.</p>	<p>Supervised assessment Students explain how people in communities make decisions about the use of resources to meet their needs and wants.</p>	<p>Assignment/Project Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian</p>	<p>Collection of work Students investigate democratic values and processes in the school community. The assessment will gather evidence of the student's ability to:</p>

		<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain the characteristics of places in different locations at local to national scales identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments sort, record and represent data in different formats, including small-scale maps, using basic conventions interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. 	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify the effects of interconnections on the characteristics of place and environments describe the roles of different people in Australia's legal system independently propose action describe the possible effects of their proposed action present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. 	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise that choices need to be made when allocating resources describe factors that influence their choices as consumers identify strategies that can be used to inform these choices present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. <p>To be reported on in Semester 2</p>	<p>colonies change or stay the same because of the gold rush?'</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the significance of people and events/developments in bringing about change identify the causes and effects of change on particular communities describe aspects of the past that have remained the same describe the experiences of different people in the past develop question for an investigation locate and collect information from a range of sources to answer inquiry questions examine sources to determine their purpose and to identify different viewpoints sequence information about events and the lives of individuals in chronological order using timelines present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate 	<ul style="list-style-type: none"> identify the importance of values and processes to Australia's democracy describe different views on how to respond to an issue or challenge identify different viewpoints work with others to generate alternative responses to an issue or challenge present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.
	<p>Assessment Conventions</p>	<p>Text – source analysis Techniques – short/long answer, use of atlas, graphs and tables Mode – written, visual Conditions – individual, administered in sections</p>	<p>Text - source analysis Techniques – short/long answers Mode - written Conditions - multiple choice, individual</p>	<p>Text – financial plan, resources Techniques – respond to a case study Mode - written Conditions - individual</p>	<p>Text – historical recounts, sources Techniques – use of timeline, short/long answers, research, answering inquiry questions using sources Mode - written Conditions – individual, administered in sections</p>	<p>Text – field reports Techniques – short answers Mode - written Conditions – individual, group</p>
	<p>Aspects of Achievement Standard</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. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in</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. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in</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. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in</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. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in</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. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in</p>

	<p>Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge. Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p> <p>Taught Assessed</p>	<p>Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge. Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. 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They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</p> <p>Taught Assessed</p>
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All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.

Moderation	<p>Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>
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General capabilities and cross-curriculum priorities	<p>Opportunities to engage with: </p>	<p>Opportunities to engage with: </p>	<p>Opportunities to engage with: </p>
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Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 	<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability
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Content descriptions for Year 5 Humanities and Social Sciences	Review for balance and coverage of content descriptions	KNOWLEDGE AND UNDERSTANDING	C2C Unit 1	C2C Unit	C2C Unit 3	C2C Unit 4	C2C Unit 5
		History					
Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106)					✓		
The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)					✓		
The impact of a significant development or event on an Australian colony (ACHASSK108)					✓	✓	
The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)					✓		
The role that a significant individual or group played in shaping a colony (ACHASSK110)					✓	✓	
Geography							
The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)		✓					
The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)			✓				
The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)		✓	✓				
The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)			✓				
Civics and Citizenship							
The key values that underpin Australia's democracy (ACHASSK115)						✓	
The key features of the electoral process in Australia (ACHASSK116)						✓	
Why regulations and laws are enforced and the personnel involved (ACHASSK117)				✓			
How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)						✓	
Economy and Business							
The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)							✓
Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)							✓
Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)							✓
INQUIRY AND SKILLS							
Questioning							
Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)				✓	✓	✓	✓
Researching							
Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)		✓	✓	✓	✓	✓	
Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)		✓	✓				✓
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097)					✓	✓	
Analysing							
Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)					✓		
Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)					✓	✓	
Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)		✓	✓	✓			
Evaluating and Reflecting							
Evaluate evidence to draw conclusions (ACHASSI101)		✓	✓	✓	✓	✓	✓
Work in groups to generate responses to issues and challenges (ACHASSI102)						✓	
Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)		✓				✓	✓
Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)						✓	
Communicating							
Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)		✓	✓	✓	✓	✓	✓

THE ARTS	45 min /week	Band Description	<p>In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe.</p> <p>Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.</p> <p>In Visual Arts, students:</p> <ul style="list-style-type: none"> develop understanding of use and application of visual conventions as they develop conceptual and representational skills test and innovate with properties and qualities of available materials, techniques, technologies and processes, combining two or more visual arts forms to test the boundaries of representation. explore a diversity of ideas, concepts and viewpoints as they make and respond to visual artworks as artists and audiences draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times extend their understanding of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. 	<p>In Years 5 and 6, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity.</p> <p>As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe.</p> <p>Students extend their understanding of safety in the arts. In Years 5 and 6, their understanding of the roles of artists and audiences builds on previous bands. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.</p> <p>In Media Arts, students:</p> <ul style="list-style-type: none"> develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions extend their understanding and use of time, space, sound, movement, lighting and technologies identify the variety of audiences for which media artworks are made explain the purpose and processes for producing media artworks explore meaning and interpretation, and forms and elements including structure, intent, character and settings as they make and respond to media artworks consider the ethical behaviour and role of communities and organisations in regulating access to media artworks. 	
		C2C Unit 1 Visual arts	C2C Unit 1 Media Arts		
		Unit Description	The animal within	Light and Shadow	
			<p>In this unit, students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal, Torres Strait Islander 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, three-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 three-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. 	<p>In this unit, students explore light and shadow in media art forms to create representations and meaning for an audience.</p> <p>Students will:</p> <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 the elements of media arts and story principles communicate meaning through exploration of media artworks from Australia 	
		Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.			
		Assessment	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use visual conventions and visual arts practices to express a personal view in artworks demonstrate different techniques and processes in planning and making artworks explain how ideas are represented in artworks they make and view describe the influences of artworks and practices from different cultures, times and places on their art making describe how the display of artworks enhances meaning for an audience. 	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view explain the purposes and audiences for media artworks made in different cultures, times and places work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting. 	
		Assessment Conventions	<p>Text - Booklet Techniques – Responses, clay sculpture of creature, photos Mode – written, multimodal Conditions - individual</p>	<p>Text – Booklet, PowerPoint Techniques – responses, photos, sound, PowerPoint Mode – written, multimodal Conditions – individual, group work, access to cameras, computers, use free sound downloads eg. Ben Sound</p>	
		Aspects of Achievement Standard	<p>By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.</p> <p>Taught Assessed</p>	<p>By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.</p> <p>Taught Assessed</p>	
		All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.			
		Moderation	<p>Consistency of teacher judgments</p> <p>Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.</p>		

General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with:
Key	<i>General capabilities</i> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking	<i>Cross-curriculum priorities</i> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability
Content descriptions for Years 5 & 6 ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit	Years 5 and 6 Content Descriptions MEDIA ARTS	
	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)	Unit 1 ✓
	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)	✓
	Plan, produce and present media artworks for specific audiences and purposes, using responsible media practice (ACAMAM064)	✓
	Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)	✓
	Years 5 and 6 Content Descriptions VISUAL ARTS	
	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)	Unit 1 ✓
	Develop and apply techniques and processes when making their artworks (ACAVAM115)	✓
	Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)	✓
	Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)	✓
<i>Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints of contexts, knowledge, evaluations and judgments.</i>		