

BOONDALL STATE SCHOOL YEAR 5/6: YEAR LEVEL PLAN

Classroom organisation and environment

In the Year 5 and Year 6 composite class, students will complete activities

- in rotational groups.
 1. Teacher guided lessons
 2. Independent tasks
 3. Computer tasks
 4. Teacher aide facilitated groups
- in core skills lessons, where the core skills are unpacked and students then peel off to complete set tasks at their year level

The following content is subject to change, however alignment to the Australia Curriculum remains the key priority.

ENGLISH	6 hours/week	Year Level Description	<p>YEAR 5 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. 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. 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. 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. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.</p>				<p>YEAR 6 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. 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. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. 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. 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. Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.</p>			
			Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
			Narratives		News articles and reports		Literary texts – Poetry & Letters		Comparative Texts	
		Title	Boondall English Unit 2 (adapted from C2C unit 1)	Boondall English Unit 1 (adapted from C2C Unit 1)	Boondall English Unit 1 (adapted from C2C unit 2)	Boondall English Unit 2 (adapted from C2C Unit 2)	Boondall English Unit 3 (adapted from C2C unit 4 and 5)	Boondall English Unit 3 (adapted from C2C Unit 4)	Boondall English Unit 4 (adapted from C2C unit 6)	Boondall English Unit 4 (adapted from C2C Unit 6)
		Unit Description	Examining and analysing fantasy texts	Short stories	Examining media texts	Examining advertising in the media	Appreciating poetry	Interpreting literary texts	Exploring narrative through novels and film	Comparing texts
	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 and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.	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 read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.	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 extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.	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.	Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point		

								of view using specific structural and language features studied during the unit.
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	<p>Analysis of the characters in an imaginative text</p> <p>Students analyse how a character is represented by the author in a fantasy novel.</p>	<p>Short story</p> <p>Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p> <p>Comprehension</p> <p>Students analyse and compare text structures and language features authors use to influence readers.</p>	<p>Comprehend a feature article</p> <p>Students interpret and analyse information from a feature article.</p> <p>Digital multi-modal persuasive response</p> <p>Students write a persuasive text that presents a particular point of view about an issue</p>	<p>Create a multimodal advertisement</p> <p>Students create a multimodal advertisement and explain how it persuades the viewer.</p> <p>Comprehension</p> <p>Travel Advertisements comprehension from C2C</p>	<p>Digital multimodal narrative</p> <p><i>Poster/multi-modal presentation</i></p> <p>Students explain the topic, purpose and audience of the poem and create a digital multimodal transformation of a narrative poem.</p>	<p>Letter to the Future</p> <p><i>Written</i></p> <p>Students write a letter to a student in the future to evoke a sense of time and place.</p> <p>Reading Comprehension</p> <p>Students read and comprehend a letter from a different historical context and analyse and explain language features.</p>	<p>Written comparison of a novel and film</p> <p><i>Written</i></p> <p>Students write a comparison of a novel and its film adaptation and state a preference.</p>	<p>Arguing a point of view</p> <p>Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p> <p>Panel discussion</p> <p>Students participate in a panel discussion to challenge or clarify other students' points of view and analysis.</p>
Assessment Conventions	<p>Text – imaginative - fantasy</p> <p>Technique – extended response</p> <p>Mode – written</p> <p>Conditions – individual, access to resources, planning template, drafting in lesson time, conferencing and feedback provided by teacher</p>	<p>Text – imaginative - narrative</p> <p>Technique – extended response, short answers (test)</p> <p>Mode - written</p> <p>Conditions – individual, access to resources, brainstorm as a class, planning template, draft in class time, conferencing and feedback provided by teacher, published using Word, comprehension test conditions</p>	<p>Text – informative – comprehension, persuasive - written</p> <p>Technique – short/long answers, multiple choice, extended response</p> <p>Mode - written</p> <p>Conditions – individual, access to resources, stimulus material provided, planning template, drafting in lesson time, conferencing and feedback provided by teacher</p>	<p>Text –persuasive - advertisement</p> <p>Technique – extended response, short answers</p> <p>Mode – multimodal, written,</p> <p>Conditions - individual, access to resources, planning template, draft in class time, conferencing and feedback provided by teacher, published using PowerPoint or Publisher</p>	<p>Text – imaginative - poetry</p> <p>Technique – short answers, extended response</p> <p>Mode – written, multimodal, spoken</p> <p>Conditions – individual, access to resources, stimulus material provided, planning template, drafting in lesson time, conferencing and feedback provided by teacher</p>	<p>Text – informative – personal letter</p> <p>Technique – extended response, short answers, multiple choice</p> <p>Mode – written</p> <p>Conditions - individual, access to resources, brainstorm as a class, planning template, draft in class time, conferencing and feedback provided by teacher, published using Word, comprehension test conditions</p>	<p>Text – informative – comparison</p> <p>Technique – short answers, extended response</p> <p>Mode - written</p> <p>Conditions – individual, access to resources, stimulus material provided, planning template, drafting in lesson time, conferencing and feedback provided by teacher</p>	<p>Text –persuasive, informative response</p> <p>Technique – extended response, panel discussion</p> <p>Mode – written and spoken</p> <p>Conditions - individual, access to resources, analysis of text as a class, planning template, draft in class time, conferencing and feedback provided by teacher, published using Word, individuals present argument and respond to questions in a small group</p>
Aspect of Achievement Standard	<p>YEAR 5</p> <p>Receptive modes (listening, reading and viewing)</p> <p>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</p>	<p>YEAR 6</p> <p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex</p>	<p>YEAR 5</p> <p>Receptive modes (listening, reading and viewing)</p> <p>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</p>	<p>YEAR 6</p> <p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex</p>	<p>YEAR 5</p> <p>Receptive modes (listening, reading and viewing)</p> <p>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</p>	<p>YEAR 6</p> <p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex</p>	<p>YEAR 5</p> <p>Receptive modes (listening, reading and viewing)</p> <p>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</p>	<p>YEAR 6</p> <p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex</p>

	<p>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.</p> <p>Productive modes (speaking, writing and creating)</p> <p>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.</p> <p>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.</p> <p>Taught Assessed</p>	<p>texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.</p> <p>Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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.</p> <p>Productive modes (speaking, writing and creating)</p> <p>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.</p> <p>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. 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<p>General capabilities and cross-curriculum priorities</p>	<p>Opportunities to engage with:</p> 		<p>Opportunities to engage with:</p> 		<p>Opportunities to engage with:</p> 		<p>Opportunities to engage with:</p> 	
<p>Key</p>	<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 			<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 				

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content descriptions for Year 6 English</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Review for balance and coverage of content descriptions</p>	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)		✓	✓	
	Language	Semester 1		Semester 2	
		BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
	Language variation and change				
	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)			✓	
	Language for interaction				
	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)			✓	✓
	Understand the uses of objective and subjective language and bias (ACELA1517)			✓	✓
	Text structure and organisation				
	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	✓	✓		✓
	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	✓	✓		✓
	Understand the uses of commas to separate clauses (ACELA1521)	✓		✓	✓
	Expressing and developing ideas				
	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)	✓	✓		✓
	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)	✓		✓	✓
	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)				✓
	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	✓	✓	✓	✓
	Phonics and word knowledge				
	Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)	✓	✓	✓	✓

Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830)	✓	✓	✓	✓
Literature	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Literature and context				
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	✓		✓	
Responding to literature				
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	✓	✓		✓
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	✓	✓	✓	✓
Examining literature				
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	✓			
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)		✓		✓
Creating literature				
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	✓	✓		
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	✓	✓	✓	
Literacy	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Texts in context				
Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)		✓		✓
Interacting with others				
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)			✓	✓
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)		✓		✓
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)		✓		✓
Interpreting, analysing, evaluating				
Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	✓	✓		✓
Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)				✓
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	✓	✓	✓	✓
Analyse strategies authors use to influence readers (ACELY1801)	✓	✓	✓	✓
Creating texts				
Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	✓	✓	✓	✓
Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	✓	✓		✓

 	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	✓	✓	✓	✓
	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	✓	✓	✓	✓

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. 												
		C2C Unit 1		C2C Unit 2		C2C Unit 3		C2C Unit 4							
		Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6						
		Unit Description													
<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 		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments. <p>Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data.</p>		<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 		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers. Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line. Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations. Using units of measurement - make connections between volume and capacity Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids. 		<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, 		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers. Fractions and decimals - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals. Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items. Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems. 		<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. Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time Location and transformation — explore maps and grids, use a grid to describe 		<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm. Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options. Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms Location and transformation - apply translations, reflections and rotations to create symmetrical shapes. Geometric reasoning - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts. Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies. Data representation and interpretation - compare 	

		and calculate area of rectangles.		create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes.	Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.	area, capacity and mass, problem solves and reasons when applying measurement to answer a question.	<ul style="list-style-type: none"> Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity. Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.	locations, describe positions using landmarks and directional language <ul style="list-style-type: none"> Geometric reasoning — estimate and measure angles, construct angles using a protractor. 	primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.
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<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	Interpreting data and posing questions to collect data Written Students classify and interpret data and pose questions to gather data.	Gympie Maths Alliance: Interpreting and comparing data displays <i>Short answer questions</i> Students interpret and compare data displays.	Applying shape, angle and transformation concepts 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.	Gympie Maths Alliance: Applying the order of operations <i>Short answer questions</i> Students write and apply the correct use of brackets and order of operations in number sentences.	Continuing patterns, calculating with money and numbers <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.	Gympie Maths Alliance: Identifying number properties and calculating percentage discounts <i>Short answer questions</i> Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages	Describing chance and probability <i>Short answer questions</i> Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.	Gympie Maths Alliance: Describing probabilities and comparing frequencies <i>Short answer questions</i> Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages.
	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	Gympie Maths Alliance: Interpreting and using timetables <i>Short answer questions</i> Students interpret and use timetables and cost information to determine a travel schedule.	Delivering Decimals Factors and Multiples Sailing into Symmetry Connecting 2D with 3D Representations Completing Calculations Basic Facts – teacher made Operations – teacher made	Gympie Maths Alliance: Investigating angles <i>Short answer questions</i> Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point	Calculating measurements <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.	Gympie Maths Alliance: Locating integers and describing and transformations <i>Short answer questions</i> Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations	Calculating time and 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.	

	Assessment Conventions	<p>Text – test/examination answers, numbers, explanations Techniques – short answers, numbers, explanations Mode - written Conditions – individual, access to Mathematical equipment</p>	<p>Text – calculating, data displays, mathematical explanations Techniques –Exams short answers and calculations Mode – written, Conditions – independent, under supervision, ,resources provided,</p>	<p>Text - test/examination answers, numbers, explanations Techniques - short answers, numbers, explanations Mode - written Conditions - individual, access to Mathematical equipment</p>	<p>Text – calculating, data displays, mathematical explanations Techniques –Exams short answers and calculations Mode – written, Conditions – independent, under supervision, ,resources provided,</p>	<p>Text - test/examination answers, numbers, explanations Techniques - short answers, numbers, explanations Mode - written Conditions - individual, access to Mathematical equipment</p>	<p>Text – calculating, data displays, mathematical explanations Techniques –Exams short answers and calculations Mode – written, Conditions – independent, under supervision, ,resources provided,</p>	<p>Text - test/examination answers, numbers, explanations Techniques - short answers, numbers, explanations Mode - written Conditions - individual, access to Mathematical equipment</p>	<p>Text – calculating, data displays, mathematical explanations Techniques –Exams short answers and calculations Mode – written, Conditions – independent, under supervision, ,resources provided,</p>
	Aspects of Achievement Standard	<p>YEAR 5 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</p>	<p>YEAR 6 By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displayed for two categorical variables. They interpret</p>	<p>YEAR 5 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</p>	<p>YEAR 6 By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displayed for two categorical variables. They interpret</p>	<p>YEAR 5 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</p>	<p>YEAR 6 By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displayed for two categorical variables. They interpret</p>	<p>YEAR 5 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</p>	<p>YEAR 6 By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displayed for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale</p>

	<p>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.</p> <p>Taught Assessed</p>	<p>variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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.</p> <p>Taught Assessed</p>	<p>secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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.</p> <p>Taught Assessed</p>	<p>secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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.</p> <p>Taught Assessed</p>	<p>items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.</p> <p>XX taught & assessed concepts XX taught concepts</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	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: 	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 Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking				Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability			
	Content descriptions for	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)				✓	✓	✓	✓				

Content descriptions for Year 6 Mathematics	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)	✓			✓		
Number and Algebra	Semester 1		Semester 2			
	Unit 1	Unit 2	Unit 3	Unit 4		
	Number and place value					
	Identify and describe properties of prime, composite, square and triangular numbers. (ACMNA122)	✓	✓	✓	✓	
	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers. (ACMNA123)	✓	✓	✓	✓	
Investigate everyday situations that use integers. Locate and represent these numbers on a number line. (ACMNA124)		✓	✓	✓		

Fractions and decimals				
Compare fractions with related denominators and locate and represent them on a number line. (ACMNA125)	✓	✓		
Solve problems involving addition and subtraction of fractions with the same or related denominators. (ACMNA126)	✓		✓	✓
Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies. (ACMNA127)	✓		✓	✓
Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers. (ACMNA128)		✓	✓	✓
Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies. (ACMNA129)		✓	✓	✓
Multiply and divide decimals by powers of 10. (ACMNA130)		✓	✓	✓
Make connections between equivalent fractions, decimals and percentages. (ACMNA131)	✓		✓	✓
Money and financial mathematics				
Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies. (ACMNA132)	✓		✓	✓
Patterns and algebra				
Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence. (ACMNA133)		✓	✓	✓
Explore the use of brackets and order of operations to write number sentences. (ACMNA134)		✓	✓	✓
Measurement and Geometry	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Using units of measurement				
Connect decimal representations to the metric system. (ACMMG135)			✓	✓
Convert between common metric units of length, mass and capacity. (ACMMG136)		✓	✓	✓
Solve problems involving the comparison of lengths and areas using appropriate units. (ACMMG137)	✓	✓	✓	✓
Connect volume and capacity and their units of measurement. (ACMMG138)		✓	✓	
Interpret and use timetables. (ACMMG139)	✓			✓
Shape				
Construct simple prisms and pyramids. (ACMMG140)		✓		
Location and transformation				
Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies. (ACMMG142)			✓	✓
Introduce the Cartesian coordinate system using all four quadrants. (ACMMG143)			✓	✓
Geometric reasoning				
Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles. (ACMMG141)		✓		✓
Statistics and Probability	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Chance				
Describe probabilities using fractions, decimals and percentages. (ACMSP144)	✓			✓
Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies. (ACMSP145)				✓
Compare observed frequencies across experiments with expected frequencies. (ACMSP146)				✓
Data representation and interpretation				
Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables. (ACMSP147)	✓			✓
Interpret secondary data presented in digital media and elsewhere. (ACMSP148)				✓

SCIENCE	1 hour 45 min /week	<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 to ensure that these two strands are addressed over the two-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. They broaden their classification of matter to include gases 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 relationships between components of systems. They develop explanations for the patterns they observe.</p>															
		Year 5		Year 6		Year 5		Year 6		Year 5		Year 6					
		Living Things				Our Earth in Space				Electricity				Matter			
		C2C Unit 1		C2C Unit 4		C2C Unit 2		C2C Unit 3		C2C Unit 3		C2C Unit 2		C2C Unit 4		C2C Unit 1	
		BIOLOGICAL SCIENCES Survival in the environment		BIOLOGICAL SCIENCES Life on Earth		EARTH & SPACE SCIENCES Our place in the solar system		EARTH & SPACE SCIENCES Our changing world		PHYSICAL SCIENCES Now you see it		PHYSICAL SCIENCES Energy and electricity		CHEMICAL SCIENCES Matter matters		CHEMICAL SCIENCES Making changes	
		<p>Inquiry Question</p> <p>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>Inquiry Question</p> <p>Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</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>Inquiry Question</p> <p>Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</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>Inquiry Question</p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.</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>		<p>Inquiry Question</p> <p>What changes are reversible or irreversible and why?</p> <p>Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p>	
		<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>Creating a creature</p> <p><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</p>		<p>Investigating mouldy bread</p> <p><i>Experimental investigation</i></p> <p>Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying</p>		<p>Exploring the solar system</p> <p><i>Research/Multimodal presentation</i></p> <p>Students describe key features of the solar system. They describe how science knowledge develops from many</p>		<p>Explaining natural events and change</p> <p><i>Exam</i></p> <p>Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science</p>		<p>Exploring the transfer of light</p> <p><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</p>		<p>Analysing energy and electricity</p> <p><i>Supervised assessment</i></p> <p>Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be</p>		<p>Investigating evaporation and explaining solids, liquids and gases</p> <p><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</p>	

	<p>in structural features of creatures. Students communicate ideas using multimodal texts.</p>	<p>variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>	<p>people's contributions and explain how scientific developments have affected people's lives and solved problems. <i>Students communicate ideas using multimodal texts.</i></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>by people from a range of cultures. They identify how research can improve data.</p>	<p>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>transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p>properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>	<p>variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings</p>
Assessment Conventions	<p>Text - Procedure Techniques – Investigation, extended response Mode – written, multimodal Conditions – individual, access to computer</p>	<p>Text: procedure Techniques: short answer and extended response Mode: written and practical Conditions: group and individual, resources provided, in class,</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: information report Techniques: short answer and extended response Mode: written Conditions: individual, in class, resources provided</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: casual response and procedure Techniques: short answer and extended response Mode: written and practical Conditions: individual, in class , resources provided</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: procedures and information reports Techniques: short answer and extended response Mode: written and practical Conditions: group and individual, resources provided, in class,</p>
Aspects of Achievement Standard	<p>YEAR 5 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</p>	<p>YEAR 6 By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where</p>	<p>YEAR 5 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. 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Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings</p>

	<p>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>improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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>variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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>variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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>improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.</p> <p>XX taught & assessed concepts XX taught concepts</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 			<ul style="list-style-type: none"> 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 			
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 (ACSIS231)	✓	✓	✓	✓
	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 (ACSIS086)	✓	✓	✓	✓
	Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSIS087)		✓	✓	✓
	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 (ACSIS090)	✓	✓	✓	✓
	Compare data with predictions and use as evidence in developing explanations (ACSIS218)	✓	✓	✓	✓
	Evaluating				
	Reflect on and suggest improvements to scientific investigations (ACSIS091)			✓	✓
Communicating					
Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093)	✓	✓	✓	✓	

Content descriptions for Year 6 Science Review for balance and coverage of content descriptions	Science Understanding	Semester 1		Semester 2	
		Unit 1	Unit 2	Unit 3	Unit 4
	Biological sciences				
	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)				✓
	Chemical sciences				
	Changes to materials can be reversible or irreversible (ACSSU095)	✓			
	Earth and space sciences				
	Sudden geological changes and extreme weather events can affect Earth's surface (ACSSU096)			✓	
	Physical sciences				
	Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097)		✓		
	Science as a Human Endeavour	Semester 1		Semester 2	
		Unit 1	Unit 2	Unit 3	Unit 4
	Nature and development of science				
	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)		✓	✓	✓
	Use and influence of science				
	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)	✓	✓	✓	✓
	Science Inquiry Skills	Semester 1		Semester 2	
		Unit 1	Unit 2	Unit 3	Unit 4
	Questioning and predicting				
	With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS232)	✓	✓	✓	✓
	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 (ACSIS103)	✓	✓	✓	✓
	Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSIS104)	✓			✓
	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 (ACSIS107)	✓	✓	✓	✓	
Compare data with predictions and use as evidence in developing explanations (ACSIS221)	✓		✓	✓	

	Evaluating				
	Reflect on and suggest improvements to scientific investigations (AC SIS108)	✓			
	Communicating				
	Communicate ideas, explanations and processes using scientific representations in a variety of ways including multi-modal texts (AC SIS110)	✓	✓	✓	✓

HUMANITIES & SOCIAL SCIENCES	2 hours /week	Year Level Description	<p>Australian communities – their past, present and possible futures</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Inquiry Questions</p> <p>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?

<ul style="list-style-type: none"> How have people enacted their values and perceptions about their community, other people and places, past and present? 										
	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
	Geography (Mapping)		History/Civics		Economics and business		History		Civics and Citizenship	
	C2C Unit 1	Adapted C2C Unit 3 and 4 Australia in a diverse world and Global Connections	C2C Unit 2	Adapted C2C Unit 2 Australians as citizens	C2C Unit 5	Adapted C2C Unit 5 Making decisions to benefit my community	C2C Unit 3	Adapted C2C Unit 1 Australia in the past	C2C Unit 4	C2C Unit 2 Review
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 	<p>Inquiry questions:</p> <p><i>How do places, people and cultures differ across the world?</i></p> <p>Students:</p> <ul style="list-style-type: none"> examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia investigate differences in the economic, demographic and social characteristics of countries across the world consider the world's cultural diversity, including that of its indigenous peoples identify Australia's connections with other countries organise and represent data in large- and small-scale maps using appropriate conventions interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places 	<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 	<p>Inquiry questions:</p> <p><i>What does it mean to be an Australian citizen?</i></p> <p><i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></p> <p>Students:</p> <ul style="list-style-type: none"> recognise the responsibilities of electors and representatives in Australia's democracy consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens identify different points of view and solutions to an issue generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others examine continuities and changes in the experiences of 	<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 questions:</p> <ul style="list-style-type: none"> How can resources be used to benefit individuals, the community and the environment? <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate a familiar community or regional economics or business issue that may affect the individual or the local community examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment recognise the reasons businesses exist and the different ways they provide goods and services 	<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 present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community 	<p>Inquiry questions:</p> <p><i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>Students:</p> <ul style="list-style-type: none"> examine the key figures, events and ideas that led to Australia's Federation and Constitution recognise the contribution of individuals and groups to the development of Australian society since Federation investigate the key institutions, people and processes of Australia's democratic and legal system locate, collect and interpret information from primary sources sequence information about events and the lives of individuals in chronological order <p>present ideas, findings, viewpoints and conclusions in a range of</p>	<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, particularly the Eureka Stockade and Peter Lalor explore representative democracy and voting processes in Australia investigate how students enact democratic values and processes through 	

	<ul style="list-style-type: none"> evaluate evidence about the characteristics of places to draw conclusions about preferred places to live present findings and conclusions using discipline-specific terms. 	<p>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</p>	<p>hazards and their effect on Australian communities</p> <ul style="list-style-type: none"> 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>Australian democracy and citizenship, including the status and rights of Aboriginal and Torres</p>		<ul style="list-style-type: none"> present ideas, findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms. 	<ul style="list-style-type: none"> 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>communication forms that incorporate source materials.</p>	<p>participating in school elections</p> <ul style="list-style-type: none"> 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. 	
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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>Research</p> <p>Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. 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, 	<p><i>Assessment task</i></p> <p>To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe, compare and explain the diverse characteristics of different places in different locations from local to global scales interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions organise and represent data in a range of formats, including large- and small-scale maps, using 	<p>Supervised assessment</p> <p>Students identify how legal and environmental issues in Australian communities can be managed. 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 sequence information about selected phenomena in chronological order sort, record and represent data in different formats, including large-scale maps, using basic conventions 	<p><i>Assessment task</i></p> <p>To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify and describe continuities and changes for different groups in the past compare the experiences of different people in the past describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens explain different views on how to 	<p>Supervised assessment</p> <p>Students explain how people in communities make decisions about the use of resources to meet their needs and wants. 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><i>Assessment task</i></p> <p>Students explain ways that resources can be used to benefit individuals, the community and the environment. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise why choices about the allocation of resources involve trade-offs explain why it is important to be informed when making consumer and financial decisions identify the purpose of business and recognise the different ways that businesses choose to provide goods and services present ideas, findings, viewpoints and conclusions in a 	<p>Assignment/Project</p> <p>Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?' 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 	<p><i>Assessment task</i></p> <p>To explain the significance of key people, events, institutions and processes to the development of the Australian nation. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain the significance of Federation and the contribution of individuals towards Federation explain the causes and effects of Federation on Australian society explain the importance of people, institutions and processes to Australia's democracy and legal system locate and collect useful data and information from primary and 	<p>Collection of work</p> <p>Students investigate democratic values and processes in the school community. The assessment will gather evidence of the student's ability to:</p> <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. 	
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			<p>simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence</p> <ul style="list-style-type: none"> present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. 	<p>appropriate conventions</p> <ul style="list-style-type: none"> present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms. <p>Unit 4 Collection of work Students investigate the effects of trade connections between Australia and Asia. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe how people, places, communities and environments are globally interconnected and identify the effects of these interconnections over time develop appropriate questions to frame an investigation locate and collect useful data and information from primary and secondary sources interpret data to identify, describe and compare patterns and trends and evaluate evidence to draw conclusions reflect on learning to propose action in response to an issue or challenge and describe the probable effects of their proposal 	<ul style="list-style-type: none"> 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>respond to an issue or challenge</p> <ul style="list-style-type: none"> generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms. 		<p>range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</p>	<ul style="list-style-type: none"> 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 	<p>secondary sources</p> <ul style="list-style-type: none"> examine sources to determine their origin and purpose and to identify different perspectives in the past sequence information about events, the lives of individuals and selected phenomena in chronological order present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms. 		
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	Assessment Conventions	<p>Text – source analysis</p> <p>Techniques – short/long answer, use of atlas, graphs and tables</p> <p>Mode – written, visual</p> <p>Conditions – individual, administered in sections</p>	<p>Text: source analyses</p> <p>Techniques : short answer, extended response, mapping, interpreting graphs</p> <p>Mode : written</p> <p>Conditions : independent, access to source materials</p>	<p>Text - source analysis</p> <p>Techniques – short/long answers</p> <p>Mode - written</p> <p>Conditions - multiple choice, individual</p>	<p>Text: source analyses</p> <p>Techniques : short answer, extended response, mapping, interpreting graphs</p> <p>Mode : written</p> <p>Conditions : independent, access to source materials</p>	<p>Text – financial plan, resources</p> <p>Techniques – respond to a case study</p> <p>Mode - written</p> <p>Conditions - individual</p>	<p>Text: source analyses</p> <p>Techniques : short answer, extended response, interpreting tables</p> <p>Mode : written</p> <p>Conditions : independent, access to source materials</p>	<p>Text – historical recounts, sources</p> <p>Techniques – use of timeline, short/long answers, research, answering inquiry questions using sources</p> <p>Mode - written</p> <p>Conditions – individual, administered in sections</p>	<p>Text: source analyses</p> <p>Techniques : short answer, extended response,</p> <p>Mode : written</p> <p>Conditions : independent, access to source materials</p>	<p>Text – field reports</p> <p>Techniques – short answers</p> <p>Mode - written</p> <p>Conditions – individual, group</p>	<i>Revision</i>
	Aspects of Achievement Standard	<p>YEAR 5</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</p>	<p>YEAR 6</p> <p>By the end of Year 6, students explain the significance of an event/development, an individual and/or group. 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	<p>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>conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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>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 probable 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>conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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>conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.</p> <p>XX taught & assessed concepts XX taught concepts</p>	<p>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>		
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>				
Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 					<p>Personal and Social Capability</p> <ul style="list-style-type: none"> 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 		
Content descriptions for Year 5 Humanities	KNOWLEDGE AND UNDERSTANDING						C2C Unit 1	C2C Unit 2	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)	✓	✓	✓	✓	✓

Knowledge and Understanding	Unit 1	Unit 2	Unit 3 & 4	Unit 5
History				
Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134)	✓			
Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)		✓		
Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)		✓		
The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)	✓			
Geography				
The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)			✓	
Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)			✓	
The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)			✓	
Australia's connections with other countries and how these change people and places (ACHASSK141)			✓	
Civics and Citizenship				
The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)	✓			
The roles and responsibilities of Australia's three levels of government (ACHASSK144)	✓			
The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)		✓		
Where ideas for new laws can come from and how they become law (ACHASSK146)	✓			
The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)		✓		
The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)		✓		
Economics and Business				
How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)				✓
The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)				✓
The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)				✓
Inquiry and Skills	Unit 1	Unit 2	Unit 3 & 4	Unit 5
Questioning				
Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)	✓	✓	✓	✓
Researching				
Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)	✓	✓	✓	✓
Inquiry and Skills	Unit 1	Unit 2	Unit 3 & 4	Unit 5
Researching				
Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)	✓	✓	✓	✓
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)	✓	✓		
Analysing				
Examine primary and secondary sources to determine their origin and purpose (ACHASSI126)	✓	✓		
Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)	✓	✓		✓
Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)	✓	✓	✓	
Evaluating and reflecting				
Evaluate evidence to draw conclusions (ACHASSI129)	✓	✓	✓	✓
Work in groups to generate responses to issues and challenges (ACHASSI130)		✓		

	Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)		✓		✓
	Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)		✓		✓
	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 (ACHASSI133)	✓	✓	✓	✓

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. 	
		Year 5	Year 6	Year 5	Year 6	
		C2C Unit 1 Visual arts	C2C Unit 3 Visual Arts	C2C Unit 1 Media Arts	C2C Unit 3 Media Arts	
		Unit Description	The animal within	Grand shelter designs	Light and Shadow	Music video
			<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 the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore and explain the work of designers who respond to culture, time and place, including Aboriginal, Torres Strait Islander and Asian designers, and use this in the development of their own artworks apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience compare the influence of culture, time and place on design products and use art terminology to explain aesthetic and functional adaptation of design. 	<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, including media artworks of Aboriginal peoples and Torres Strait Islander peoples. 	<p>In this unit, students explore music video styling, concepts and production processes from ideation to creation.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore representations and characterisations of people in music videos and how point of view is controlled by creators of music videos through story principles and genre conventions experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.
		<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>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"> use visual conventions and visual arts practices to express a personal view in artworks demonstrate different techniques and processes in planning and making artwork explain how ideas are represented in artworks they make and view describe the influences of artworks and practices from different cultures, times and places in their art making 	<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. 	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> 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 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. Shares and views media artworks 		

			<ul style="list-style-type: none"> describe how the display of artworks enhances meaning for an audience. Describes ideas in designs made and viewed. Discusses how designers incorporate form and function in a range of shelter designs. Presents a persuasive pitch to communicate how and why the concept shelter design responds to the design brief. Applies influences from artists, designers and the environment in planning and designing a shelter that meets their own design brief. Develops and illustrates an innovative concept design that combines form and function for a specific site. Uses visual conventions and visual arts practices to express individualised ideas in design. 		<ul style="list-style-type: none"> Identifies styles of music video. Selects and mixes music video styles in planning and production. Manipulates technology, controlling the use of pacing, transitions, lighting and visual effects to enhance mood, feeling or meaning in a music video. Uses technology to capture images.
	Assessment Conventions	Text - Booklet Techniques – Responses, clay sculpture of creature, photos Mode – written, multimodal Conditions - individual	Text n/a Techniques drawing, short response, explanations Mode: written and drawn Conditions: individual	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	Text: music video Techniques : digital filming and editing Mode : Music video Conditions : small group and independent
	Aspects of Achievement Standard	YEAR 5 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. Taught Assessed	YEAR 6 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. XX taught & assessed concepts XX taught concepts	YEAR 5 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. Taught Assessed	YEAR 6 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. XX taught & assessed concepts XX taught concepts
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: 	
	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	Years 5 and 6 Content Descriptions MEDIA ARTS			Unit 1
		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)			✓
		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	Unit 1
	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)	✓
	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>	