**Year 5 2024 Curriculum & Assessment Plan ENGLISH**

| **Semester 1** | | | **Semester 2** | | | |
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| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | **Imaginative focus: Very Short Stories**  Texts*: Where will it End?, Too Late to Say, Who’s Resonsible?*  describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts  AC9E5LA03  create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05  plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06 | **Information and Persuasive focus: Identifying and countering points of view**  Texts:*Grey-Headed Flying Fox , Flying Fox colonies should be relocated away from suburban areas, What’s the Fuss?, Australian White Ibis.*  plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06  recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03  use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05 | Genre focus: Poetry from a specific time period  Texts:  *Clancy of the Overflow, Mulga Bill’s Bicycle*  examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs  AC9E5LE04  describe the ways in which a text reflects the time and place in which it was created  AC9E5LY01  plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features  AC9E5LY07 | **Imaginative focus : Transform from poem form to narrative**  Texts: *Waltzing Matilda, The Man from Snowy River*  plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation  AC9E5LY06 create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05  describe the ways in which a text reflects the time and place in which it was created AC9E5LY01  explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07 | | **Informative and Persuasive focus: Comparing the film and novel versions**  Texts: *Matilda* – novel and film version    understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01  present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others  AC9E5LE02  plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features  AC9E5LY07 | Genre focus: Biography  Texts: Biographical essay: *Cathy Freeman,* *Charlie Perkins, Helen Keller..*  use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02  navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04  navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming  AC9E5LY04 |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret literature * Prepare and read whole text/ chapter  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns * Write new setting, event or character  1. Joint Construction  * Use well written narrative models to write a short story | **Teaching Cycle: Factual/ Argument**   1. Preparing and Reading  * Read source texts about issues * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Recognise evaluative language patterns using key paragraphs from the model arguments * Highlight evaluative language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use same evaluative language patterns * New issue and position  1. Joint Construction  * Deconstruct models of arguments | **R2L Teaching Cycle: Factual/Text Response**   1. Preparing and Reading  * Learn field knowledge * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Make notes * Write new sentences guided by the teacher  1. Joint Construction  * Reconstruct stages and phases in a group performance | **R2L Teaching Cycle: Story**   1. Preparing and Reading   Learn field knowledge  Paragraph-by-paragraph reading  Highlight and discuss key information  Make notes   1. Detailed Reading   Highlight key information from the text and discuss in depth   1. Intensive Strategies   Intensify the discussion of meanings and wordings  Manipulate wordings to create meaningful sentences  Practise spelling and writing   1. Rewriting (retell-summary of the text)   Use the same language patterns  Write new setting, event or character   1. Joint Construction   Use well written a models to transform a narrative poem into a story | | **Teaching Cycle: Factual/Argument**   1. Preparing and Reading  * Read source texts about issues * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Recognise evaluative language patterns using key paragraphs from the model exemplar * Highlight evaluative language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use same evaluative language patterns * New theme and position  1. Joint Construction  * Reconstruct a text interpretation on a familiar novel/film | **R2L Teaching Cycle: Factual**   1. Preparing and Reading  * Learn field knowledge * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Make notes * Write new sentences guided by the teacher  1. Joint Construction  * Reconstruct stages and phases of a biography   Use notes from paragraph-by-paragraph reading to organise information |
| **ASSESSMENT** | **Summative assessment:**   * Written – very short story under exam conditions | **Summative assessment:**   * Reading comprehension – information structures * Written persuasion – letter to the mayor | **Summative assessment (Sem 2 report) :**   * Spoken: group dramatic performance of a poem | **Summative assessment:**   * Multimodal – transformation of a poem into a narrative * Reading comprehension – social, historical contexts | | **Summative assessment:**   * Written – debate- argument paragraph * Spoken debate | **Formative assessment :**   * Written - biography for a specific audience * Spoken – group discussion (culmination of informal speaking/listening program) |
| **Year level Moderation** | **School Moderation** | **Cluster Moderation** | **Year Level Moderation** | | **Cluster Moderation** | **School Moderation** |
| **ACHIEVEMENT STANDARD** | By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | | | By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | |

**Year 5 Curriclum & Assessment Plan MATHEMATICS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **MATHEMATICS 5 h/w** | **CURRICULUM KNOWLEDGE** | **Unit 1:**  **Number and place value:**  Make connections between factors & multiples; identify numbers that have 2, 3, 5, or 10 as factors; use rounding and estimating of whole numbers; represent multiplication using the split and compensate strategiy; choose appropriate procedures to represent the split and compensate strategy of multiplication; use a written strategy for addition & subtraction; round and estimate to check the reasonableness of answers; explore mental computation strategies for division; solve problems using mental computation strategies and informal recording methods; compare and evaluate strategies appropriate to different problems and make generalisations.  **Fractions and decimals**:  Use models to represent fractions; count on and count back using unit fractions; identify and compare unit fractions using a range of representations and solve problems using unit fractions; add and subtract simple fractions with the same denominator.  **Data** **representation and interpretation:**  Build an understanding of data; develop tehskill of defining numeraical and categorical data; generate sample questions; explain why data is either numerical or categorical; develop an understanding of why data is collected; choose appropriate methods to record data; interpret data; generalise by composing summary statements about data.  **Chance**:  Identify & describe possible outcomes; describe equally likely outcomes; represent probabilities of outcomes using fractions; conduct a chance experiment and appy undersatndings of probability and data collection to investigate the fairness of a game.  **Using units of measurement:**  Investigate time concepts and the measurement of time; read and represent 24-hour time, measure dimensions; estimate and measure the perimeters of rectanges; investigate metric units of area measurement; estimate and calculate area of rectangles. | **Unit 2:**  **Number and place value:**  Round and estimate to check the reasonableness of answers; explore and apply mental computation straetgies for multiplication and division; solData ve multiplication and division problems with no remaindrs; solve problems using mental computation strategies and informal recording methods; compare and evaluate strategies that are appropriate to different problems; explore and identify factors and multiples.  **Fractions and decimals:**  Make connections between fractional numbers and the place value system; and represent, compare and order decimals.  **Location and transformation:**  Investigate and create reflection, translation and rotation symmetry; describe and create transformations using symmetry; transform shapes through enlargement and describe the features of transformed shapes.  **Shape:**  Apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations.  **Geometric reasoning:**  Identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles.  **Patterns and algebra:**  Create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities.  **Data representation and interpretation:**  Explore methods of data representations to construct and interpret data displays, reason with data. | **Unit 3:**  **Money and financial mathematics:**  Investigate income and expenditure; calculate costs; investigate savings and spendings plans; develop and explain simple financial plans.  **Location and transformation:**  Explore mapping conventions; interpret simple maps; use alphanumeric grids to locate landmarks and plot points; describe symmetry; create symmetrical designs and enlarge shapes.  **Number and place value:**  Round and estimate to check an answer is reasonable; use written straetegies to add and subtract; use an array to multiply one and two digit numbers; use divisibility rules to divide; solve problems involving computation and apply computation to money problems.  **Using units of measurement:**  Chooses appropriate units for length, area, capacity and mass; measures length, area, capacity and mass; finds perimeter; problem solves and reasons when applying measurement to answer a question.  **Fractions and decimals:**  Makes connections between fractions and decimals; compares and orders decimals.  **Patterns and algebera:**  Creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division. | **Unit 4:**  **Chance:**  Order chance events; express probabilities on a numerical continuum; apply probability to games of chance; make predictions in chance experiments.  **Data representation and interpretation:**  Design data-collection questions and tools; collect data; represent as a column graph or dot plot; interpret data to draw a conclusion.  **Using units of measurement:**  Read and represent 24-hour time; convert between 12 and 24-hour time.  **Number and place value:**  Apply mental and written strategies to solve addition, subtraction, multiplication and division problems; apply computation skills; use estimation and rounding to check reasonableness; identify and use factors and multiples.  **Money and financial mathematics:**  Create simple budges; calculate with money; identify GST component of invoices and receipts; make financial decisions.  **Geometric reasoning:**  Estimate and measure angles; construct angles using a protractor.  **Location and transformation:**  Use a grid to describe locations on maps; describe positions using landmarks and directional language.  **Fractions and decimals:**  Recognise the place value system can be extended beyond thousandths; compare, order and represent decimals; locate decimals on a number line. |
| **SKILL DEVELOPMENT** | * Timestables (x2 – x10) * Factors * Multiples * Rounding to the nearest 10, 100, 1000, 10 000 * Identifying, representing simple fractions * Add and subtract unit fractions * Equivalent fractions * Classify categorical and numerical data * List possible outcomes * Representing probability using fractions * Read and represent 24 hour time * Perimeter of 2D shapes * Area of rectangles * Converting units of measurement (length) | * Timestables (x2 – x10) * Factors * Multiples * Rounding to the nearest 10, 100, 1000, 10 000 * Identify and represent decimals * Place value (decimal numbers) * Equivalent fractions and decimals * Identify translation, rotation, reflection symmetry * Connect nets of 3D shapes to 3D objects and vice versa * Identify and classify benchmark angles (acute, obtuse, reflex) * Classify categorical and numerical data | * Calcualte profit and loss * Calculate income and expenditure * Best value for money problems * Identify translation, rotation, reflection symmetry * Using directional language * Timestables (x2 – x10) * Rounding to the nearest 10, 100, 1000, 10 000 * Divisibility rules * Area Model * Convert units of measurement (length, capacity, mass) * Find volume * Perimeter of 2D shapes * Area of rectangles * Identify and represent decimals * Place value (decimal numbers) * Equivalent fractions and decimals | * List possible outcomes * Representing probability using fractions * Classify categorical and numerical data * Convert 12 hour time to 24 hour time and vice versa * Timestables (x2 – x10) * Factors * Multiples * Rounding to the nearest 10, 100, 1000, 10 000 * Calcualte profit and loss * Calculate income and expenditure * Best value for money problems * Identify and classify benchmark angles (acute, obtuse, reflex) * Using directional language * Identify and represent decimals * Place value (decimal numbers) * Order decimals (ascending and descending order) |
|  | **ACHIEVEMENT STANDARD** | Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. Students interpret different data sets.  Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals.  Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data. | Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations  Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry.  Students use a grid reference system to locate landmarks. They measure and construct different angles. | Students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets.  Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. | Students identify and describe factors and multiples.  Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data. They convert between 12- and 24-hour time. |
| **ASSESSMENT** | **Multiplicative Reasoning and Fractions (summative)**  Students solve multiplication and division problems by efficiently and accuarely applying a rnage of strategies, checking the reasonableness of answers, using estimation and rounding. Students locate, represent and compare and order fractions and add and subtract fractions with the same denominator.  **Digging into Data (summative)**  Students classify and interpret data and pose questions to gather data.  **Chance Mathematical Guided Inquiry (formative)**  Students use simple strategies to reason and solve a chance inquiry question. | **Generation Geometry (summative)**  Part A: Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations.  Part B: Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.  **Data Mathematical Guided Inquiry (formative)**  Students use simple strategies to reason and solve a data inquiry question. | **Patterns, Money and Numbers (summative)**  Students continue patterns by adding and subtracting whole numbers, fractions and decimals and find unknown quantities. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.  **Year 5’s Great Garden (summative)**  Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectanges.  **Measurement Mathematical Guided Inqiury (formative)**  Students use simple strategies to reason and solve a measurement inquiry question. | **What is the Chance of that? (summative)**  Students mathematically describe chance expeirments involving equally likely outcomes and represent those outcomes.  **Time, Factors and Multiples (summative)**  Students convert between 12 and hour 24 hour time. They identify and describe factors and multiples of whole numbers.  **Location Mathematical Guided Inquiry (formative)**  Students use simple streatgies to reason and solve a location inquiry question. |

**Grade 5 and 6- Rotation B – STEM**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **STEM 1.5 h/w** | **STEM- Curriculum Knowledge** | **How does matter change, yet stay the same?** | **Will you survive to thrive?** | **What is our Place in the Solar System ?** | **A-maze-ing digital systems** | |
| **Chemical Science** – Students encounted changes to materials and substances everyday. They see water and other liquids freeze and boil, solids dissolve in liquids, materials burn, metals rust and foods cook. Recognising the variety of these changes is a stepping stone to seeing the similarities and differences between them and strating to think and talk about what is happening during such changes. This unit will see students broaden their classification of matter to see how matter structures the world around them. Students work to understand that science involves asking questions about, and describing changes to, familiar objects and materials in our world, to realsie that all matter is made of chemicals. | **Design and Technologies** – **Harvesting good health**  In this unit students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product.  Students will use this knowledge in a design task to create a healthy meal to grow in a make your own garden from reusing old materials.  This unit links with the Science unit Survival in the environment | **Earth and Space Science** - Students will explore the solar system through the use of scaled models to appreciate the distances and relationships between the sun, planets and celectrial bodies, finding out about the universe in which they live. They will recognise how Earth’s rotation on its axis causes day and night; explore why different regions on Earth, such as the South Pole, experience long periods of sunlight or darkness over the cycle of one revolution of Earth around the sun. Through the use of many inquiry skills students will make predictations, record observations to collect evidence to test their own explanations of what they think is happening.  Students will also research First Nations Australians’ understandings of the night sky and its use for timekeeping purposes as evidenced in oral cultural records.  **Excursion - Planetarium** | * **Digital Technologies -** Students will explore how digital systems use whole numbers as a basis for representing a variety of data types. They will engage in a number of activities to explore data reprsenstation to think in a more abstract way, exploring how on and off states and whole numbers can be used to represent data. * Students will apply computational thinking by creating a digital solution that involve defining problems, designing and modifying algorithms, and implementing them as visual programs. They will practise different strategies to develop their abstract thinking, as they represent algorithms involving branching and iteration and implement them as visual programs that include variables and respond to input. | |
| **Assessment** | Tasks and activities for this unit will cover the following assessment criteria  **Chemical Science** - explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles ; compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances  **Science Inquiry-** Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings. | Tasks and activities for this unit will cover the following assessment criteria  **Technologies and society**- explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments  **Technologies context: Food and fibre production; Food specialisations** - explain how and why food and fibre are produced in managed environments   * explain how the characteristics of foods influence selection and preparation for healthy eating   **Processsing and Production skills-** Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions. | Tasks and activities for this unit will cover the following assessment criteria  **Earth ansd Space Science** - *describe the movement of Earth and other planets relative to the sun and model how Earth’s tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length*  **Nature and development of science-** *examine why advances in science are often the result of collaboration or build on the work of others*  **Science Inquiry-** Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings. | Tasks and activities for this unit will cover the following assessment criteria  **Data representation-** explain how digital systems represent all data using numbers  - explore how data can be represented by off and on states (zeros and ones in binary)  **Processes and production skills-** Students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. | |
| ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | |

**Year 5 and 6 Curriculum & Assessment Plan HASS and The Arts**

| **Term 1** | **Term 2** | | | **Term 3** | | **Term 4** | |
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| **HUMANITIES AND SOCIAL SCIENCES 2 h/w** |  | **Unit 1: Using sources to analyse impacts of events on social change**  **Inquiry Question: How do historical events influence social change?** | | | **Unit 2: Connections between people, place and economy**  **Inquiry question: How have ideas about using the environment and protecting the environment changed over time?** | | | | |
| **CURRICULUM KNOWLEDGE** | * Explore historical events and impacts on society (colonisation and impact on First Nations people, Gold rush and Asian migrants, WW2 and impact on women’s social roles, repeal of White Australia policy and multiculturalism) * Interpreting sources and analysing different perspectives * Anlaysing primary and secondary sources and summarise findings * Posing of inquiry questions * Creating timelines * Selecting primary and secondary sources to frame an investigation | | | * Using the environment and protecting the environment has changed over time. * Explore the difference between industrialised economies * Understand impacts of bushfires * Reding geographical and economic information on maps, tables and graphs. * Sort information sets into tables * Present information in maps and graphs * Compare case studies in natural disasters and response * Analyse different perspectives * Investigate and present information on world bushfires using maps, tables and graphs. * Posing of inquiry research questions | | | | |
| **ACHIEVEMENT STANDARD** | By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.  Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | | | By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.  Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | | | | |
| **ASSESSMENT** | Assessment tasks:   * + Stimulus activities reading and analysing sources from historical events   + Research Project/ field study – representing change in Australia using sources of information | | | Assessment tasks:   * Stimulus activities investigating bushfire management over time. * Research project/ field study – allocating resources for land management/ responses to natural disasters | | | | |
| **THE ARTS 1h/w (plus 30 m Music)** | **CURRICULUM KNOWLEDGE** | **Dance – Symmetry and Dance**  Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme (meaning).  Students:   * explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations * develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination * perform dance using expressive skills to communicate a choreographer's ideas on symmetry * explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts. | | | **Visual Arts - The animal within**  Students focus on representation of animals as companion, metaphor, totem and predator.   * Exploring the representation of animals by artists in three-dimensional form. * Students: * explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks * experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view * plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view * compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning | | | |
|  | **Summative Assessment: Collection of work – written response/ performance** | | | **Summative Assessment: Focused analysis / work sample** | | | |
| **Plus 30 m min** | Music  Sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.  Use rhythm, pitch and form symbols and terminology to compose and perform music.  Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.  Describe how their music making is influenced by music and performances from different cultures, times and places. | | | Music  Sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.  Use rhythm, pitch and form symbols and terminology to compose and perform music.  Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.  Describe how their music making is influenced by music and performances from different cultures, times and places. | | | |
|  | Formative assessment only | | Assessment:  Student solo with an instrument accompaniment. | Formative assessment only | | **Assessment**:  Group creation of a sound piece | |

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

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

**LANGUAGES**

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