

# Sanur Independent School

# **G5 Curriculum**

**Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.**

## Grade 5 Curriculum

### English

#### Grade 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 Grades 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.

Literary texts that support and extend students in Grades 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.

#### Grade 5 Achievement Standard

##### Receptive modes (listening, reading and viewing)

By the end of Grade 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.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

##### Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

## Grade 5 Content Descriptions

Language	Literature	Literacy
<p>Language variation and change</p> <p>Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</p>	<p>Literature and context</p> <p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p>	<p>Texts in context</p> <p>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)</p>
<p>Language for interaction</p> <p>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)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</p>	<p>Responding to literature</p> <p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)</p>	<p>Interacting with others</p> <p>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)</p> <p>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)</p> <p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</p>
<p>Text structure and organisation</p> <p>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p> <p>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)</p> <p>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)</p> <p>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</p>	<p>Examining literature</p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</p>	<p>Interpreting, analysing, evaluating</p> <p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</p> <p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</p> <p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</p>

(ACELA1797)		
Expressing and developing ideas	Creating literature	Creating texts
<p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)</p> <p>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)</p> <p>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)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</p> <p>Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)</p> <p>Recognise uncommon plurals, for example 'foci' (ACELA1514)</p>	<p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</p>	<p>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)</p> <p>Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705)</p> <p>Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)</p> <p>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)</p>

## Grade 5 Curriculum

### Math

#### Grade 5

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.

*At this year level:*

*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.

#### Grade 5 Achievement Standard

By the end of Grade 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 explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. 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.

## Grade 5 Content Descriptions

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

(ACMNA106)	representations (ACMMG111)	
<p>Patterns and algebra</p> <p>Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107)</p> <p>Use equivalent number sentences involving multiplication and division to find unknown quantities (ACMNA121)</p>	<p>Geometric reasoning</p> <p>Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112)</p>	

## Grade 5 Curriculum

### Science

#### Grade 5

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/learning programs are decisions to be made by the teacher.

Over Grades 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. **In Grade 5**, students are introduced to cause and effect relationships that relate to form and function through an exploration of adaptations of living things. 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.

#### Grade 5 Achievement Standard

By the end of Grade 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 and how science knowledge develops from many people's contributions.

Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. 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. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

## Grade 5 Content Descriptions

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
<p>Biological sciences</p> <p>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p>	<p>Nature and development of science</p> <p>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081)</p> <p>Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)</p>	<p>Questioning and predicting</p> <p>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS231)</p>
<p>Chemical sciences</p> <p>Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)</p>	<p>Use and influence of science</p> <p>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083)</p> <p>Scientific knowledge is used to inform personal and community decisions (ACSHE217)</p>	<p>Planning and conducting</p> <p>With guidance, plan appropriate investigation methods to answer questions or solve problems (ACSIS086)</p> <p>Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACSIS087)</p> <p>Use equipment and materials safely, identifying potential risks (ACSIS088)</p>
<p>Earth and space sciences</p> <p>The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)</p>		<p>Processing and analysing data and information</p> <p>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)</p> <p>Compare data with predictions and use as evidence in developing explanations (ACSIS218)</p>
<p>Physical sciences</p> <p>Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)</p>		<p>Evaluating</p> <p>Suggest improvements to the methods used to investigate a question or solve a problem (ACSIS091)</p>
		<p>Communicating</p> <p>Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACSIS093)</p>

## Grade 5 Curriculum

### Geography

#### Grade 5

#### Factors that shape the human and environmental characteristics of places

*Factors that shape the human and environmental characteristics of places* continue to develop students' understanding of place by focusing on the factors that shape the characteristics of places. In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards. Students' mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries.

The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a local environmental or planning issue that is significant to the community.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

#### Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Grade 5 are articulated below.

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?

How can the impact of bushfires or floods on people and places be reduced?

#### Year 5 Achievement Standard

By the end of Grade 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action

## Grade 5 Content Descriptions

Geographical Knowledge and Understanding	Geographical Inquiry and Skills
<p>The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)</p> <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)</p> <p>The influence of the environment on the human characteristics of a place (ACHGK028)</p> <p>The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)</p>	<p>Observing, questioning and planning</p> <p>Develop geographical questions to investigate and plan an inquiry (ACHGS033)</p> <p>Collecting, recording, evaluating and representing</p> <p>Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)</p> <p>Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)</p> <p>Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036)</p>
	<p>Interpreting, analysing and concluding</p> <p>Interpret geographical data and other information using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037)</p>
	<p>Communicating</p> <p>Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate (ACHGS038)</p>
	<p>Reflecting and responding</p> <p>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039)</p>

## Grade 5 Curriculum

### History

#### Grade 5

### The Australian Colonies

The Grade 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance.**

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

#### Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this year level are:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?

What were the significant events and who were the significant people that shaped Australian colonies

### Grade 5 Achievement Standard

By the end of Grade 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

## Grade 5 Content Descriptions

<i>Historical Knowledge and Understanding</i>	Historical Skills
<p data-bbox="129 450 384 479"><b>The Australian colonies</b></p> <p data-bbox="129 501 740 595">Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)</p> <p data-bbox="129 622 783 779">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. (ACHHK094)</p> <p data-bbox="129 806 719 869">The impact of a significant development or event on a colony; for example, frontier conflict, (ACHHK095)</p> <p data-bbox="129 896 775 990">The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)</p> <p data-bbox="129 1034 799 1191">The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)</p>	<p data-bbox="828 450 1179 479"><b>Chronology, terms and concepts</b></p> <p data-bbox="839 501 1414 530">Sequence historical people and events. (ACHHS098)</p> <p data-bbox="839 562 1355 591">Use historical terms and concepts (ACHHS099)</p> <p data-bbox="828 651 1187 680"><b>Historical questions and research</b></p> <p data-bbox="839 703 1347 766">Identify questions to inform an historical inquiry (ACHHS100)</p> <p data-bbox="839 797 1339 860">Identify and locate a range of relevant sources (ACHHS101)</p> <p data-bbox="828 913 1131 943"><b>Analysis and use of sources</b></p> <p data-bbox="839 965 1482 1028">Locate information related to inquiry questions in a range of sources. (ACHHS102)</p> <p data-bbox="839 1059 1339 1122">Compare information from a range of sources. (ACHHS103)</p> <p data-bbox="828 1176 1174 1205"><b>Perspectives and interpretations</b></p> <p data-bbox="839 1227 1477 1256">Identify points of view in the past and present (ACHHS104)</p> <p data-bbox="828 1294 1171 1323"><b>Explanation and communication</b></p> <p data-bbox="839 1346 1422 1408">Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)</p> <p data-bbox="839 1440 1477 1503">Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)</p>

## **Grade 5 Curriculum**

### **Technologies – Design and Technologies**

#### **Grades 5 and 6**

#### **Grades 5 and 6 Band Description**

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Grade 6 students will have had the opportunity to create designed solutions at least once in four technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments.

In Grade 5 and 6 students critically examine technologies – materials, systems, components, tools and equipment – that are used regularly in the home and in local, national, regional or global communities, with consideration of society, ethics and social and environmental sustainability factors. Students consider why and for whom technologies were developed.

Students engage with ideas beyond the familiar, exploring how design and technologies and the people working in a range of technologies contexts contribute to society. They seek to explore innovation and establish their own design capabilities. Students are given new opportunities for clarifying their thinking, creativity, analysis, problem-solving and decision-making. They explore trends and data to imagine what the future will be like and suggest design decisions that contribute positively to preferred futures.

Using a range of technologies including a variety of graphical representation techniques to communicate, students represent objects and ideas in a variety of forms such as thumbnail sketches, models, drawings, diagrams and storyboards to illustrate the development of designed solutions. They use a range of techniques such as labelling and annotating sequenced sketches and diagrams to illustrate how products function; and recognise and use a range of drawing symbols in context to give meaning and direction.

Students work individually and collaboratively to identify and sequence steps needed for a design task. They negotiate and develop plans to complete design tasks, and follow plans to complete design tasks safely, making adjustments to plans when necessary. Students identify, plan and maintain safety standards and practices when making designed solutions.

#### **Grades 5 and 6 Achievement Standard**

By the end of Grade 6 students describe some competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

## Grades 5 and 6 Content Descriptions

<b>Design and Technologies Knowledge and Understanding</b>	<b>Design and Technologies Processes and Production Skills</b>
<p>Investigate how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use (ACTDEK019)</p>	<p>Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)</p>
<p>Investigate how forces or electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)</p>	<p>Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)</p>
<p>Investigate how and why food and fibre are produced in managed environments (ACTDEK021)</p>	<p>Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)</p>
<p>Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEK022)</p>	<p>Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)</p>
<p>Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)</p>	<p>Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)</p>

## Grade 5 Curriculum

### Technologies – Digital Technologies

#### Grades 5 and 6

#### Grades 5 and 6 Band Description

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses.

By the end of Grade 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations.

In Grade 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems.

They learn to further develop abstractions by identifying common elements across similar problems and systems and develop an understanding of the relationship between models and the real-world systems they represent.

When creating solutions, students define problems clearly by identifying appropriate data and requirements. When designing, they consider how users will interact with the solutions, and check and validate their designs to increase the likelihood of creating working solutions. Students increase the sophistication of their algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions through visual programming, such as reading user input until an answer is guessed correctly in a quiz. They evaluate their solutions and examine the sustainability of their own and existing information systems.

Students progress from managing the creation of their own ideas and information for sharing to working collaboratively. In doing so, they learn to negotiate and develop plans to complete tasks. When engaging with others, they take personal and physical safety into account, applying social and ethical protocols that acknowledge factors such as social differences and privacy of personal information. They also develop their skills in applying technical protocols such as devising file naming conventions that are meaningful and determining safe storage locations to protect data and information.

#### Grades 5 and 6 Achievement Standard

By the end of Grade 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.

Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

## Grades 5 and 6 Content Descriptions

<b>Digital Technologies Knowledge and Understanding</b>	<b>Digital Technologies Processes and Production Skills</b>
<p>Investigate the main components of common digital systems, their basic functions and interactions, and how such digital systems may connect together to form networks to transmit data (ACTDIK014)</p>	<p>Acquire, store and validate different types of data and use a range of commonly available software to interpret and visualise data in context to create information (ACTDIP016)</p>
<p>Investigate how digital systems use whole numbers as a basis for representing all types of data (ACTDIK015)</p>	<p>Define problems in terms of data and functional requirements, and identify features similar to previously solved problems (ACTDIP017)</p>
	<p>Design a user interface for a digital system, generating and considering alternative designs (ACTDIP018)</p>
	<p>Design, modify and follow simple algorithms represented diagrammatically and in English involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)</p>
	<p>Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input (ACTDIP020)</p>
	<p>Explain how developed solutions and existing information systems are sustainable and meet local community needs, considering opportunities and consequences for future applications (ACTDIP021)</p>
	<p>Manage the creation and communication of ideas and information including online collaborative projects, applying agreed ethical, social and technical protocols (ACTDIP022)</p>

## Grade 5 Curriculum

### Health and Physical Education

#### Grades 5 and 6

#### Grades 5 and 6 Band Description

The Grade 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Year 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

The focus areas to be addressed in Grade 5 and 6 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

#### Grades 5 and 6 Achievement Standard

By the end of Grade 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural 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 supports community wellbeing and cultural understanding.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

## Grades 5 and 6 Content Descriptions

Personal, Social and Community Health	Movement and Physical Activity
<p data-bbox="129 450 456 479">Being healthy, safe and active</p> <p data-bbox="129 501 715 595">Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051)</p> <hr/> <p data-bbox="129 656 754 719">Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)</p> <hr/> <p data-bbox="129 779 743 842">Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)</p> <hr/> <p data-bbox="129 902 766 965">Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p>	<p data-bbox="828 450 1010 479">Moving our body</p> <p data-bbox="839 501 1437 564">Practise specialised movement skills and apply them in different movement situations (ACPMP061)</p> <hr/> <p data-bbox="839 624 1426 687">Design and perform a variety of movement sequences (ACPMP062)</p> <hr/> <p data-bbox="839 748 1430 810">Propose and apply movement concepts and strategies (ACPMP063)</p>
<p data-bbox="129 1016 727 1046">Communicating and interacting for health and wellbeing</p> <p data-bbox="129 1068 707 1131">Practise skills to establish and manage relationships (ACPPS055)</p> <hr/> <p data-bbox="129 1191 788 1254">Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</p> <hr/> <p data-bbox="129 1314 762 1408">Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</p>	<p data-bbox="828 1016 1107 1046">Understanding movement</p> <p data-bbox="839 1068 1437 1162">Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)</p> <hr/> <p data-bbox="839 1223 1465 1317">Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)</p> <hr/> <p data-bbox="839 1377 1469 1471">Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)</p>
<p data-bbox="129 1520 635 1550">Contributing to healthy and active communities</p> <p data-bbox="129 1572 778 1666">Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)</p> <hr/> <p data-bbox="129 1727 770 1850">Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)</p> <hr/> <p data-bbox="129 1910 751 1973">Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)</p>	<p data-bbox="828 1520 1134 1550">Learning through movement</p> <p data-bbox="839 1572 1465 1666">Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)</p> <hr/> <p data-bbox="839 1727 1442 1821">Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)</p> <hr/> <p data-bbox="839 1881 1477 1975">Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069)</p>

## **Grade 5 Curriculum**

### **The Arts – Visual Arts**

#### **Grades 5 and 6**

#### **Grades 5 and 6 Band Description**

In Grades 5 and 6, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates, teachers and communities.

Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They develop conceptual and representational skills. They use and apply appropriate visual conventions. Students test and innovate with properties and qualities of available materials, techniques, technologies and processes. The focus for this experimentation is on combining two or more visual arts forms to test the boundaries of representation.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students explore the practices of Aboriginal and Torres Strait Islander artists to learn about how these artists communicate intention.

As they make and respond to visual artworks as artists and audiences, students explore a diversity of ideas, concepts and viewpoints. They draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times. Suggested topics for their inquiry could include examining how artists have explored the concept of 'environment' or 'sustainability' in different places and at different times.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.

#### **Grades 5 and 6 Achievement Standard**

By the end of Grade 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.

## Grades 5 and 6 Content Descriptions

Explore ideas and practices used by artists, to represent different views, beliefs and opinions

Develop and apply techniques and processes when making their artworks

Plan the display of artworks to enhance their meaning for an audience

Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts

**In this band** students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on:

### Representation

*Subject matter* - such as environment (macro/micro), physical and conceptual properties of materials and technologies

*Forms* - cross-media, drawing, design, painting, sculpture, printmaking, photography, film, etc.

*Styles* - figurative, expressionistic, abstract, surrealism, Dada, digital art, etc.

*Techniques* - collage, drawing, screen printing, digital imaging, construction and environmental sculpture

*Visual conventions* - identifying, using and interpreting a selection of design elements and design principles

*Materials* - understanding of possibilities and restraints (qualities) of a range of materials

*Technologies* - traditional and digital

### Practices

**Spaces** - recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example,

cleaning up, organising materials, naming work and exhibiting work

-presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function

**Skills** - expressive – interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli

- conceptual – developing a thought or idea into a visual representation

- practical – using visual arts materials, equipment and instruments

### Processes

- investigating, conceiving, experimenting, selecting, refining, predicting, testing, evaluating, comparing, analysing, identifying, evaluating, judging and displaying

### Viewpoints

- expression – physical, psychological, sensory and intuitive  
contexts – recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia

## **Grade 5 Curriculum**

### **The Arts – Music**

#### **Grades 5 and 6**

#### **Grades 5 and 6 Band Description**

In Grade 5 and 6, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates, teachers and communities.

Students develop their aural skills by identifying rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music. They sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds. They explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They identify a variety of audiences for which music is made.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn how rhythm, pitch and form are used to communicate meaning. Students learn about music in and beyond their local community.

As they make and respond to music, students explore meaning and interpretation, forms and elements of music. They explore the social, cultural and historical contexts of music. They evaluate the use of elements of music in music they listen to, perform and compose.

Students maintain safety in using instruments and technologies and in interaction with others. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

#### **Grades 5 and 6 Achievement Standard**

By the end of Grade 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.

Students use rhythm, pitch and form symbols and terminology to compose and perform music. They 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.

## Grades 5 and 6 Content Descriptions

Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns

Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience

Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts

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**In this band** students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

### Elements of music

#### *Rhythm*

- simple metres and time signatures , bars and barlines
- semibreve , minim , crotchet , crotchet rest , quaver , and associated rests, semiquaver
- compound metre , dotted crotchet , crotchet , quaver , quavers in groups of 3 ,
- semiquaver , dotted crotchet rest

#### *Pitch*

- pentatonic and major scales
- recognising pitch sequences such as an arpeggio or riff; treble and bass clef

#### *Dynamics and expression*

- smoothly (legato), detached (staccato), accent

#### *Form*

- theme/motif, phrase, rondo (ABACA), riff, ostinato

#### *Timbre*

- acoustic, electronic sounds; voice and instrument types

#### *Texture*

- contrast within layers of sound

#### *Skills (including aural skills )*

- identifying and notating metre and rhythmic groupings
- singing and playing independent parts against contrasting parts
- recognising instrumental and vocal timbres and digitally generated sounds
- using available technology and digital media as a tool for music learning
- holding and playing instruments and using their voices safely and correctly
- listening to others controlling volume and tone in ensemble activities.

## **Grade 5 Curriculum**

### **Indonesian Language**

## Australian Curriculum: English (Grade 5)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</li> </ul>	<p><b>Reading and viewing</b></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. 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.</p> <p><b>Writing</b></p> <p>Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create a variety of sequenced texts for different purposes and audiences. When writing, they</p>
	Language for interaction	<ul style="list-style-type: none"> <li>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)</li> <li>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</li> <li>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)</li> <li>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)</li> <li>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)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Understand the difference between main and subordinate clauses and that a <b>complex sentence</b> involves at least one subordinate <b>clause</b> (ACELA1507)</li> <li>Understand how <b>noun</b> 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)</li> <li>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)</li> <li>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</li> <li>Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)</li> <li>Recognise uncommon plurals, for example 'foci' (ACELA1514)</li> </ul>	
Lite rac	Texts in context	<ul style="list-style-type: none"> <li>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)</li> </ul>	

## Australian Curriculum: English (Grade 5)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
	<b>Interacting with others</b>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</li> </ul>	<p>demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.</p> <p><b>Speaking and listening</b> Students listen and ask questions to clarify content. They 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. They create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives.</p>
	<b>Interpreting, analysing and evaluating</b>	<ul style="list-style-type: none"> <li>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</li> <li>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</li> <li>Use <b>comprehension strategies</b> to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</li> </ul>	
	<b>Creating texts</b>	<ul style="list-style-type: none"> <li>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)</li> <li>Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)</li> <li>Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)</li> <li>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)</li> </ul>	
<b>Literature</b>	<b>Literature and context</b>	<ul style="list-style-type: none"> <li>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</li> </ul>	
	<b>Responding to literature</b>	<ul style="list-style-type: none"> <li>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)</li> <li>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)</li> </ul>	
	<b>Examining literature</b>	<ul style="list-style-type: none"> <li>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</li> <li>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</li> </ul>	
	<b>Creating literature</b>	<ul style="list-style-type: none"> <li>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</li> <li>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</li> </ul>	

## Australian Curriculum: English (Grade 5)

Sub-strands	Content Descriptions		Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
<p><b>General Capabilities</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Information and communication technology (ICT) capability</li> <li>• Critical and creative thinking</li> <li>• Ethical behaviour</li> <li>• Personal and social capability</li> <li>• Intercultural understanding</li> </ul>	<p><b>Cross-Curriculum Priorities</b></p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander histories and cultures</li> <li>• Asia and Australia's engagement with Asia</li> <li>• Sustainability</li> </ul>	<p><b>Notes:</b></p>	

## Australian Curriculum: Mathematics - (Grade 5)

Proficiencies		Examples in this year	Achievement Standard (organised by Strands)
	<b>Understanding</b>	making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways	<p><b>Number and Algebra</b></p> <p>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 explain plans for simple budgets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time.</p> <p>Measurement and geometry</p> <p>Students connect three-dimensional objects with their two-dimensional representations.</p>
	<b>Fluency</b>	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	
	<b>Problem solving</b>	formulating and solving authentic problems using numbers and measurements, creating transformations and identifying line and rotational symmetries	
	<b>Reasoning</b>	investigating strategies to perform calculations efficiently, creating financial plans, interpreting results of chance experiments and interpreting data sets	
Sub-strands		Content Descriptions	
<b>Number and Algebra</b>	<b>Number and place value</b>	<ul style="list-style-type: none"> <li>Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098)</li> <li>Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099)</li> <li>Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)</li> <li>Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101)</li> <li>Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)</li> </ul>	
	<b>Fractions and decimals</b>	<ul style="list-style-type: none"> <li>Compare and order common unit fractions and locate and represent them on a number line (ACMNA291)</li> <li>Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103)</li> <li>Recognise that the system can be extended beyond hundredths (ACMNA104)</li> <li>Compare, order and represent decimals (ACMNA105)</li> </ul>	
	<b>Real numbers</b>		
	<b>Money and financial mathematics</b>	<ul style="list-style-type: none"> <li>Create simple financial plans (ACMNA106)</li> </ul>	

## Australian Curriculum: Mathematics - (Grade 5)

	<b>Patterns and algebra</b>	<ul style="list-style-type: none"> <li>Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (<a href="#">ACMNA107</a>)</li> <li>Use equivalent number sentences involving multiplication and division to find unknown quantities (<a href="#">ACMNA121</a>)</li> </ul>	<p>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.</p> <p>Statistics and probability</p> <p>Students compare and interpret different <b>data</b> sets. Students list outcomes of chance experiments with <b>equally likely outcomes</b> and assign probabilities between 0 and 1. Students pose questions to gather <b>data</b>, and construct <b>data</b> displays appropriate for the <b>data</b>.</p>
	<b>Linear and non-linear relationships</b>		
<b>Measurement and geometry</b>	<b>Using units of measurement</b>	<ul style="list-style-type: none"> <li>Choose appropriate units of measurement for length, area, volume, capacity and mass (<a href="#">ACMMG108</a>)</li> <li>Calculate the perimeter and area of rectangles using familiar metric units (<a href="#">ACMMG109</a>)</li> <li>Compare 12- and 24-hour time systems and convert between them (<a href="#">ACMMG110</a>)</li> </ul>	
	<b>Shape</b>	<ul style="list-style-type: none"> <li>Connect three-dimensional objects with their nets and other two-dimensional representations (<a href="#">ACMMG111</a>)</li> </ul>	
	<b>Geometric reasoning</b>	<ul style="list-style-type: none"> <li>Estimate, measure and compare angles using degrees. Construct angles using a protractor (<a href="#">ACMMG112</a>)</li> </ul>	
	<b>Location and transformation</b>	<ul style="list-style-type: none"> <li>Use a grid reference system to describe locations. Describe routes using landmarks and directional language (<a href="#">ACMMG113</a>)</li> <li>Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries (<a href="#">ACMMG114</a>)</li> <li>Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (<a href="#">ACMMG115</a>)</li> </ul>	
	<b>Pythagoras and trigonometry</b>		
<b>Statistics and probability</b>	<b>Chance</b>	<ul style="list-style-type: none"> <li>List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (<a href="#">ACMSP116</a>)</li> <li>Recognise that probabilities range from 0 to 1 (<a href="#">ACMSP117</a>)</li> </ul>	
	<b>Data representation and interpretation</b>	<ul style="list-style-type: none"> <li>Pose questions and collect categorical or numerical data by observation or survey (<a href="#">ACMSP118</a>)</li> <li>Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (<a href="#">ACMSP119</a>)</li> <li>Describe and interpret different data sets in context (<a href="#">ACMSP120</a>)</li> </ul>	

## Australian Curriculum: Mathematics - (Grade 5)

<b>General Capabilities</b> <ul style="list-style-type: none"><li>• Literacy</li><li>• Numeracy</li><li>• Information and communication technology (ICT) capability</li><li>• Critical and creative thinking</li><li>• Ethical behaviour</li><li>• Personal and social capability</li><li>• Intercultural understanding</li></ul>	<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"><li>• Aboriginal and Torres Strait Islander histories and cultures</li><li>• Asia and Australia's engagement with Asia</li><li>• Sustainability</li></ul>	<b>Notes:</b>
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