



ENGLISH V8

Year 5 Level Description: The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. 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. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Achievement Standard: By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

		SEMESTER 1		TERM 3		TERM 4	
ENGLISH	<p>Unit 1: Examining and creating fantasy texts Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p> <p>Assessment: Imaginative response <i>Imaginative response — Written</i> Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.</p>	<p>Unit 2: Examining media texts Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</p> <p>Assessment: Comprehend a feature article <i>Exam/test</i> Students interpret and analyse information from a feature article.</p> <p>Unit 2: Multimodal feature article <i>Poster/ multimodal</i> Students select information and create a multimodal feature article that presents a particular point of view about an issue.</p>	<p>Unit 6: Exploring narrative through novels and film Students listen to, read and view narrative films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation of the novel. Students express and justify opinions about aspect of the novels and films during group discussions.</p> <p>Assessment: Written comparison of a novel and film <i>Written</i> Students write a comparison of a novel and its film adaptation.</p>	<p>Unit 4: Appreciating poetry Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.</p> <p>Assessment: Poetry analysis <i>Informative response —written</i> Students write a poetry analysis, explaining the topic; purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.</p>	<p>Unit 5: Responding to poetry Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p> <p>Assessment: Digital multimodal narrative <i>Poster/multimodal presentation</i> Students create a digital multimodal transformation of a narrative poem.</p>	<p>Unit 3: Examining characters in animated film In this unit students listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. They produce a digital multimodal short story exploring a character's behaviour when faced with an ethical dilemma.</p> <p>Assessment: Digital multimodal short story <i>Poster/multi-modal presentation</i> Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma.</p>	



MATHEMATICS V8

Year 5 Level Description: Three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. 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.

Achievement Standard: By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

MATHEMATICS

TERM 1	TERM 2	TERM 3	TERM 4
<p>Unit 1: Number and place value</p> <ul style="list-style-type: none"> • Make connections between factors and multiples • Identify numbers that have 2, 3, 5 or 10 as factors • Represent multiplication using the split and compensate strategy • Choose appropriate procedures to represent the split and compensate strategy of multiplication • Use a written strategy for addition and subtraction • Round and estimate to check the reasonableness of answers • Explore mental computation strategies for division • Solve problems using mental computation strategies and informal recording methods • Compare and evaluate strategies and make generalisations <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Use models to represent fractions • Count on and count back using unit fractions • Identify and compare unit fractions and solve problems using unit fractions • Add and subtract simple fractions with the same denominator <p>Using units of measurement</p> <ul style="list-style-type: none"> • Investigate time concepts and the measurement of time • Read & represent 24-hour time • Measure dimensions • Estimate and measure the perimeters of rectangles • Investigate area metric units of measurement • Estimate and calculate area of rectangles <p>Chance</p> <ul style="list-style-type: none"> • Identify and describe possible outcomes • Describe equally likely outcomes • Represent probabilities of outcomes using fractions • Conduct a chance experiment • Investigate the fairness of a game <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Build an understanding of data • Develop the skill of defining numerical & categorical data Generate sample questions • Explain why data is either numerical or categorical • Develop an understanding of why data is collected • Choose appropriate methods to record data • Interpret data • Generalise by composing summary statements about data 	<p>Unit 2: Number and place value</p> <ul style="list-style-type: none"> • Round and estimate to check the reasonableness of answers • Explore and apply mental computation strategies for multiplication and division • Solve multiplication and division problems with no remainders • Solve problems using mental computation strategies and informal recording methods • Compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Make connections between fractional numbers and the place value system • Represent, compare and order decimals <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Create and continue patterns involving whole numbers, fractions and decimals • Explore strategies to find unknown quantities <p>Shape</p> <ul style="list-style-type: none"> • Apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects • Represent 3D objects with 2D representations <p>Location and transformation</p> <ul style="list-style-type: none"> • Investigate and create reflection and rotation symmetry • Describe and create transformations using symmetry • Transform shapes through enlargement and describe the features of transformed shapes <p>Geometric reasoning</p> <ul style="list-style-type: none"> • Identify the components of angles • Compare & estimate the size of angles to establish benchmarks • Construct & measure angles <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Explore methods of data representations to construct & interpret data displays, reason with data 	<p>Unit 3: Number and place value</p> <ul style="list-style-type: none"> • Round and estimate to check if an answer is reasonable • Use written strategies to add and subtract • Use an array to multiply one- and two-digit numbers • Use divisibility rules to divide • Solve problems involving computation and apply computation to money problems • Adds and subtracts using mental and written strategies including the right-to-left strategy • Multiplies whole numbers and divides by a one-digit whole number with and without remainders <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Makes connections between fractions and decimals • Compares and orders decimals • Money and financial mathematics • Investigate income and expenditure • Calculate costs • Investigate savings and spending plans • Develop and explain simple financial plans <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions • Use number sentences to find unknown quantities involving multiplication and division <p>Using units of measurement</p> <ul style="list-style-type: none"> • Chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass • Problem solves and reasons when applying measurement to answer a question <p>Location and transformation</p> <ul style="list-style-type: none"> • Explore mapping conventions • Interpret simple maps • Use alphanumeric grids to locate landmarks and plot points • Describe symmetry • Create symmetrical designs & enlarge shapes 	<p>Unit 4: Number and place value</p> <ul style="list-style-type: none"> • Apply mental and written strategies to solve addition, subtraction, multiplication and division problems • Identify and use factors and multiples • Apply computation skills • Use estimation and rounding to check reasonableness • Solve problems involving addition, subtraction, multiplication and division • Use efficient mental and written strategies to solve problems. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Apply decimal skills • Recognise that the place value system can be extended beyond hundredths • Compare order and represent decimals • Locate decimals on a number line • Extend the number system to thousandths and beyond <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Create simple budgets • Calculate with money • Identify the GST component of invoices and receipts • Make financial decisions <p>Using units of measurement</p> <ul style="list-style-type: none"> • Read and represent 24-hour time, convert between 12- and 24-hour time. <p>Location and transformation</p> <ul style="list-style-type: none"> • Explore maps and grids • Use a grid to describe locations • Describe positions using landmarks and directional language <p>Geometric reasoning</p> <ul style="list-style-type: none"> • Estimate and measure angles, construct angles using a protractor <p>Chance</p> <ul style="list-style-type: none"> • List possible outcomes of chance experiments • Describe and order chance events • Express probability on a numerical continuum • Compare predictions with actual data • Apply probability to games of chance • Make predictions in chance experiments <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Explore types of data • Investigate an issue (design data-collection questions and tools, collect data • Represent as a column graph or dot plot • Interpret and describe data to draw a conclusion)



<p>Assessment: Interpreting data and posing questions to collect data Written Students classify and interpret data and pose questions to gather data. Solving simple multiplication, division and fraction problems Short answer questions Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator.</p>	<p>Assessment: Applying shape, angle and transformation concepts Written Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. Investigating data and constructing data displays (optional) Assignment/Project Students use simple strategies to reason and solve a data inquiry question.</p>	<p>Assessment: Continuing patterns, calculating with money and numbers Short answer questions Students continue patterns by adding and subtracting fractions and decimals and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. Calculating measurements Short answer questions Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.</p>	<p>Assessment: Describing chance and probability Short answer questions Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes. Calculating time and identifying factors and multiples Short answer questions Students convert between 12 and 24-hour time. They identify and describe factors and multiples of whole numbers.</p>
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HUMANITIES AND SOCIAL SCIENCES - HISTORY/GEOGRAPHY V7.5

History Year 5 Level Description: Year 5 curriculum provides a study of colonial Australia in the 1800s. The history content at this year level involves two strands: *Historical Knowledge and Understanding and Historical Skills*. 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?

Geography Year 5 Level Description: *Factors that shape the human and environmental characteristics of places* continues to develop students' understanding of place by focusing on the factors that shape the characteristics of places. The content of this year level is organised into two strands: *Geographical Knowledge and Understanding and Geographical Inquiry and Skills*. 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 Year 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?

History Achievement Standard: By the end of Year 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.

Geography Achievement Standard: By the end of Year 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.

HASS - HISTORY/GEOGRAPHY

TERM 1 - GEOGRAPHY	TERM 2 - HISTORY	TERM 3 - GEOGRAPHY	TERM 4 - HISTORY
<p>Unit 1: Exploring how people and places affect one another Inquiry question/s: • How do people and environments influence one another? Students: • draw on studies at the national scale, including Australia and the location of major countries in Europe and North America • recognise the purpose and types of geographical questions • collect and record relevant geographical data and information from secondary sources, to identify the influence of the environment on the human characteristics of places • collect and record relevant geographical data and information from secondary sources, to identify the influence people have had on environmental characteristics of places • collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of the humans on the environmental characteristics of a place • represent in a graphic form climate data for places and interpret the effect of climate on the environmental and human characteristics of a place • describe the location of selected countries in relative terms • construct large-scale and small-scale maps conforming to cartographic conventions to locate and label places and their major environmental and human characteristics • compare geographical information to identify patterns or trends in how people have responded to climatic conditions in places • describe the influence of environmental processes on the characteristics of places, and how people can affect change, using geographical terms.</p>	<p>Unit 1: Exploring the development of British colonies in Australia Inquiry Question/s: How did a British colony develop in Australia over time and why? How did colonial settlement change the environment? What do we know about the lives of people in Australia's colonial past and how do we know? Students: • recognise key events and people in Australia during the 1800s • sequence key events related to the development of British colonies in Australia • investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen's Land and Moreton Bay colonial settlements • use provided sources to examine and describe continuities and changes to a British colony in Australia during the 1800s • locate information in sources about the factors that influenced patterns of development in colonial Australia during the 1800s • use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.</p>	<p>Unit 2: Exploring how places are changed and managed by people Inquiry questions: • How do people influence the human characteristics of places and the management of spaces within them? • How can the impact of natural hazards on people and places be reduced? Students: • draw on studies at the national scale, including Australia • identify and describe how places are affected by the interconnection between people, places and environments • develop an inquiry question about responding to the geographical challenge of natural hazards, and plan an inquiry • collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of people on the human characteristics of places, including how the use of space within a place is organised • collect and record relevant geographical data and information from primary and secondary sources, using ethical protocols, on the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management • consider the usefulness of collected information • present findings, using geographical terms on the ways people respond to a geographical challenge • propose ways people can respond to a geographical challenge and identify the expected effects of their proposed action.</p>	<p>Unit 2: Investigating the colonial period in Australia Inquiry Question/s: • What were the significant events and who were the significant people that shaped Australian colonies? • What do we know about the lives of people in Australia's colonial past and how do we know? Students: • recognise key events of the colonial period in Australia after 1800 • investigate the reasons why inland exploration occurred in colonial Australia and its impact • appreciate the impacts of significant developments and events on colonial Australia – especially the gold rushes • investigate the significance of individuals and groups in shaping the colonies, especially through inland exploration • reflect on the significance of individuals and events/developments in bringing about change to the colonies.</p>
<p>Assessment: <i>Collection of work (Multimodal or written)</i> Students make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent, interpret and analyse data.</p>	<p>Assessment: <i>Collection of work — Colonial life in Moreton Bay</i> Students explain why and how a penal settlement was established at Moreton Bay and the effect of this on the lives of convicts. They will also explain how aspects of life for people and the environment of the Moreton Bay settlement changed over time.</p>	<p>Assessment: <i>Research</i> Students ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.</p>	<p>Assessment: <i>Research — Inland exploration in colonial Australia</i> Students conduct an historical inquiry to investigate how significant the final exploration journey of John McDouall Stuart was in bringing about change to the Australian colonies.</p>



SCIENCE V8

Year 5 Level Description: The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In Year 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.

Achievement Standard: By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.

TERM 1

TERM 2

TERM 3

TERM 4

Unit 1: Survival in the environment

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

Assessment:**Creating a creature***Multimodal presentation*

Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.

Unit 2: Our place in the solar system

Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.

Assessment:**Exploring the solar system***Multimodal presentation*

Students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.

Unit 3: Now you see it

Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.

Assessment:**Exploring the transfer of light***Experimental investigation*

Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.

Unit 4: Matter matters

Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.

Assessment:**Investigating evaporation and explaining solids, liquids and gases***Experimental Investigation*

Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.



HEALTH AND PHYSICAL EDUCATION V7.5

Years 5 and 6 Band Description: The Year 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 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.

Achievement Standard: By the end of Year 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.

MOVEMENT AND PHYSICAL ACTIVITY

	TERM 1	TERM 2	TERM 3	TERM 4
HEALTH AND PHYSICAL EDUCATION PHYSICAL EDUCATION	Unit 1: Play2Rhythm Students develop specialised football skills and create and perform a sequence of these skills to music.	Unit 2: Tchoukball Students develop the specialised movement skills identified in the game of tchoukball. They explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities.	Unit 3: Built for B-Ball Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well-being in the context of basketball.	Unit 4: UNITE Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the "UNITE" process to work collaboratively to solve movement challenges.
	Assessment: Practical Observations/checklists	Assessment: Practical Observations/checklists	Assessment: Practical Observations/checklists	Assessment: Practical Observations/checklists


TECHNOLOGIES V7.5 – DIGITAL TECHNOLOGIES -Year 5

Years 5 and 6 Digital Technologies 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 Year 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations. In Years 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. Students progress from managing the creation of their own ideas and information for sharing to working collaboratively. 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.

Digital Technologies Achievement Standard: By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

SEMESTER 1	SEMESTER 2
UNIT 1 Part A	UNIT 1 Part B
A-maze-ing digital designs Part A	A-maze-ing digital designs Part A
<p>Unit 2: In this unit students engage in a number of activities, including examining a maze game to explore algorithm design and develop skills in using a visual programming language and working collaboratively to create a new maze game.</p>	<p>Unit 4: In this unit students engage in a number of activities, including examining a maze game to explore algorithm design and develop skills in using a visual programming language and working collaboratively to create a new maze game.</p>
<p>Assessment: Observations/checklists/ Portfolio Assessment</p>	<p>Assessment: Observations/checklists/ Portfolio Assessment</p>



THE ARTS 7.5

Years 5 and 6 Drama Band Description: In Years 5 and 6, learning in Drama builds on the experience of the previous band. It involves students making and responding to devised and scripted drama independently and collaboratively with their classmates, teachers and communities.

Years 5 and 6 Visual Arts Band Description: In Years 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.

Years 5 and 6 Music Band Description: In Years 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.

Drama Arts Achievement Standard: By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.

Visual Arts Achievement Standard: By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

Music Achievement Standard: By the end of Year 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.

MUSIC V8

SEMESTER 2

Unit 2: **Around the world with music**

In this unit, students make and respond to music exploring the music-making of other cultures through their music journal. Students will:

- explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China
- develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures
- rehearse and perform music from different cultures, 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 cultures.

Assessment:

- **Part A:** Making — Performing
Perform music from other cultures.
- **Part B:** Making — Composing.
Compose music using excerpts of known music from around the world.
- **Part C:** Responding
Explain how your own music and music from other cultures communicate meaning.

Unit 2: **Around the world with music**

In this unit, students make and respond to music exploring the music-making of other cultures through their music journal. Students will:

- explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China
- develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures
- rehearse and perform music from different cultures, 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 cultures.

Assessment:

- **Part A:** Making — Performing
Perform music from other cultures.
- **Part B:** Making — Composing.
Compose music using excerpts of known music from around the world.
- **Part C:** Responding
Explain how your own music and music from other cultures communicate meaning.

TERM 1
DRAMA

TERM 2
DRAMA

TERM 3
VISUAL ART

TERM 4
VISUAL ART

Unit 1:

Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.

Assessment:

Observations/checklists
Miming task

Unit 2:

Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.

Assessment:

Observations/checklists
Miming task

Unit 3:

Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes through images and objects.

Assessment:

Observations/checklists
Turtle – drawing the turtle and using oil pastels to draw with smudging techniques

Unit 4:

Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes through images and objects.

Assessment:

Observations/checklists
Turtle – drawing the turtle and using oil pastels to draw with smudging techniques

THE ARTS