School Curriculum and Standards Authority

5

Year 5
Curriculum Content

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Contents

Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. Curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 5 Curriculum Content

The *Western Australian Curriculum and Assessment Outline*:
- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 5 includes:
- guiding principles of teaching, learning and assessment
- the Year 5 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 5 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 5. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 5. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

English

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Content descriptions

Language

Language variation and Change

- Understand that the pronunciation, spelling and meanings of words have histories and change over time

Language for interaction

- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
- Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

Text structure and organisation

- Understand how texts vary in purpose, structure and topic as well as the degree of formality
- 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
- Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns
- 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

Expressing and developing ideas

- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
- 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
- Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts

Phonics and word knowledge

- Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations
- Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations
- Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word

Literature

Literature and context

- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts

Responding to literature

- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
- Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences

Examining literature

- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

Creating literature

- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced
- Create literary texts that experiment with structures, ideas and stylistic features of selected authors

Literacy

Texts in context

- Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context

Interacting with others

- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view
- Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements

Interpreting, analysing, evaluating

- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

Creating texts

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features
- Develop a handwriting style that is becoming legible, fluent and automatic
- 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

Health and Physical Education

Year level description

In Year 5, the content provides students with the opportunity to focus on the influence of emotional responses on relationships and to develop skills and strategies to manage changing relationships occurring at key transition points in their lives. They learn about ways they can take action to promote safe and healthy lifestyle practices in a range of contexts. They also focus on the importance of preventive measures to enhance their own health and promote a healthy lifestyle.

Students develop and refine greater proficiency across a range of specialised movement skills, strategies and tactics. They focus on improving awareness of body position in relation to objects, other people and space, and assess how this can help them to successfully achieve movement outcomes or goals.

Students examine the different roles and responsibilities associated with physical activity participation, and continue to apply ethical behaviour that is consistent with promoting fair play and championing appropriate sporting conduct.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Content descriptions

Personal, social and community health

Being healthy, safe and active

- Ways that individuals and groups adapt to different contexts and situations
- Changes associated with puberty which vary with individuals:
    - physical
    - mental
    - emotional
- Reliable sources of information that inform health, safety and wellbeing, such as:
    - internet-based information
    - community health organisations
    - publications and other media
- Strategies that promote a safe, healthy lifestyle.
    For example:
    - comparing food labels on products
    - increased physical activity
    - practising sun safety
    - using action plans for emergency situations to ensure the safety of themselves and others

Communicating and interacting for health and wellbeing

- Skills and strategies to establish and manage relationships over time, such as:
    - exploring reasons why relationships change
    - assessing the impact of changing relationships on health and wellbeing

- building new friendships
- dealing with bullying and harassment
- Ways in which inappropriate emotional responses impact on relationships, such as:
    - loss of trust
    - fear
    - loss of respect
- Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed
  For example:
    - exploring the steps of asking, responding, listening and reacting, and practicing how to communicate their intentions effectively at each step
    - interpreting verbal and non-verbal cues related to seeking, giving and denying consent in a range of situations

Contributing to healthy and active communities

- Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:
- bicycle safety
- sun safety

Movement and physical activity

Moving our body

- Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control
- Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting
- Basic strategies and tactics to successfully achieve a movement outcome or goal:
    - body awareness
    - spatial awareness
    - relationship to and with objects, people and space

Understanding movement

- Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing:
    - control of blood pressure
    - reduced risk of heart disease
    - reduced stress
    - improved concentration
- Manipulation and modification of the elements of effort, space, time, objects and people and their effects on movement skills

Learning through movement

- Responsibilities of different roles in a range of physical activities, such as:
  - player
  - coach
  - referee/umpire
- Ethical behaviour in applying rules in all game situations

Humanities and Social Sciences

Year level description

In Year 5, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they are enforced and how they affect the lives of citizens. Students are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process.

The importance of informed consumer decision-making is introduced through the concept of making choices. Students focus on the factors that impact upon the allocation of resources and this is underpinned by the concept of scarcity. They relate this to a personal or community context, questioning what influences their own decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students have the opportunity to inquire into the connections between people and the environment, and how these interactions influence one another. The development of the students' mental map of the world is extended through a study of the location and characteristics of North America and South America.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered.

Content descriptions

Civics and Citizenship

Knowledge and understanding

Roles, responsibilities and participation

- The key values that underpin Australia's democracy, including freedom, equality, fairness and justice
- The roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate's interests, participating in the parliamentary process) in Australia's democracy
- The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting

- How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)
- The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges)
- Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups)

Economics and Business

Knowledge and understanding

Wants, resources and choices

- The difference between needs and wants, and how they may differ between individuals
- Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery) and how these are used to make goods and services to satisfy the needs and wants of present and future generations
- Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or graze cattle)
- The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use
- Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)

Geography

Knowledge and understanding

Factors that shape the environmental characteristics of places

- The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia
- The way people alter the environmental characteristics of Australian places
- (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)
- Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places
- The impact of bushfires or floods on environments and communities, and how people can respond

History

Knowledge and understanding

The Australian colonies

- The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)

- The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)
- The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by 'what if ...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought)
- The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)

Humanities and social science skills

Knowledge and understanding

Questioning and researching

- Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)
- Develop and refine a range of questions required to plan an inquiry
- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)
- Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)
- Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)

Analysing

- Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)
- Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)
- Translate collected information and/or data into a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)

Evaluating

- Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)
- Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)

Communicating and reflecting

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts
- Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)

Languages

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

Chinese: Second Language

Year level description

Year 5 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.

Students communicate in Chinese, participating in oral interactions with the teacher and peers, to exchange information about their home and places in their local community. They exchange written correspondence exchanging personal information and aspects of personal experience. Students gather and compare information from a range of spoken and written texts. They also convey key points of information from these texts orally and in written form using scaffolded language. Students describe characters from a range of short imaginative texts and create their own spoken and written imaginative texts using modelled language.

Students are becoming more familiar with the systems of the Chinese language, identifying features of Chinese characters, including stroke types and sequences and component forms and their arrangements. They use context-related vocabulary and grammatical features to generate language for a range of purposes. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.

Students compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Chinese. They are supported to use Chinese as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Content descriptions

Communicating

Socialising

- Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大; 我喜欢看书
  我的花园很漂亮; 我星期六去图书馆
- Seek permission from the teacher or peers to participate in activities or be excused, for example, 我可以去厕所吗？; 我可以去喝水吗？

- Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example,
我的卧室很小。卧室里有一张白色的书桌，一把黑色的椅子和一张蓝色的床。

Informing

- Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds
- Locate and convey key points in written informative texts, related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters

Creating

- Share responses to characters in short imaginative texts such as popular songs, stories, television programs or music videos and create simple spoken imaginative texts
- Create written imaginative texts, sequencing events, using scaffolded models of texts, learnt characters or word lists for support

Translating

- Translate from Chinese to English and vice versa, simple texts used for everyday purposes, noticing which words and phrases do not readily translate and require interpretation or explanation
- Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts

Reflecting

- Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use

Understanding

Systems of language

- Recognise and discriminate between homonyms in Chinese, for example, *shì* 是 and 室, relying on contextual cues to assist understanding
- Recognise that some Pinyin with different tones change the meaning of the word *shì* 是 and *shí* 十
- Understand that the meaning of spoken language can be changed by using different tones
- Recognise the features of the Chinese writing system, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning
- Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes
- Recognise and use grammatical features to form simple sentences, including:
  - nouns 卫生间、公园
  - adjectives 好、坏、大、小
  - numbers

- using the joining word 和
- using measurement words 一间卧室; 两把椅子
- recognising that in Chinese, verbs convey tense without conjugation, for example, explaining why 有 can mean 'have', 'had' and 'will have'
- applying processes of discourse development, including using 也 and 和

- Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures
- Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction

Language variation and change

- Examine how language is used to clarify roles and relationships between participants in interactions

Role of language and culture

- Understand that Chinese is characterised by diversity in spoken and written forms

French: Second Language

Year level description

Year 5 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of French language and culture.

Students communicate in French, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students are becoming more familiar with the systems of the French language, recognising and applying features of intonation and pronunciation. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as understanding the function of and using verb moods and tenses to generate language for a range of purposes. Students build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.

Students are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and French. They are supported to use French as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Content descriptions

Communicating

Socialising

- Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, *J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus*
- Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market

Informing

- Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

Creating

- Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings
- Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings

Translating

- Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation
- Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts

Reflecting

- Compare ways of communicating in Australian and French-speaking contexts and identify ways in which culture influences language use

Understanding

Systems of language

- Recognise and apply features of intonation and pronunciation such as using liaisons (*joyeux anniversaire*), silent letters (h), the *aigu –é* and conveying meaning with pitch, stress and rhythm
- Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:
  - observing the relationship between subject pronouns and verb endings, using *je/tu/il/elle/on/vous* + present tense of verbs associated with familiar actions and environments, *-er*, *-ir* and *-re* verbs and common irregular verbs such as *avoir*, *être*, *aller* and *faire*
  - formulating questions using *Est-ce que… ?* and recognising the inverted form of the verb, or changed intonation, for example, *Est-ce que tu as une piscine chez-toi ?; As-tu une piscine chez-toi ?; Tu as une piscine chez-toi ?*
  - understanding the function of verb moods, recognising and knowing how to use imperatives, for example *Commence !; Écoutez !; Allons- !*
  - using additional prepositions to indicate direction or location, for example, *à gauche, à droite, à côté de …*
- Build a metalanguage in French to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures
- Recognise that spoken, written and multimodal French texts have certain conventions and can take different forms depending on the context in which they are produced

Language variation and change

- Understand that there are variations in French as it is used in different contexts by different people such as formal/informal register and regional variations

Role of language and culture

- Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world
- Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others

German: Second Language

Year level description

Year 5 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of German language and culture.

Students communicate in German, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students are becoming more familiar with the systems of the German language, applying basic rules for German pronunciation and recognising and applying different intonation for statements, questions, exclamations and instructions. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as referring to a person, place or object using the nominative and accusative definite and indefinite articles to generate language for a range of purposes. Students build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.

Students are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and German. They are supported to use German as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Content descriptions

Communicating

Socialising

- Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their home, neighbourhood and local community, for example, *Wo wohnst du?; Ich wohne in einem Einfamilienhaus; Ich wohne in einer Wohnung. Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliotek, eine Schule und ein Fußballstadion; Ich wohne gern auf dem Land; Es gibt einen Fluß und einen Fußballplatz in der Nähe; Leider haben wir kein Kino; Gibt es einen Supermarkt, wo du wohnst? Der Metzger heißt Herr Wurst; Die Friseurin heißt Frau Kell; Wie heißen Sie?*

Informing

- Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a local market
- Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

Creating

- Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings
- Create or reinterpret, present or perform imaginative texts for a range of audiences based on or adapted from events, characters or settings

Translating

- Translate simple texts from German to English and vice versa, noticing which words or phrases require interpretation or explanation such as *Bist du satt?* (not *voll*) or *Es geht mir gut* (not *Ich bin*)
- Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts

Reflecting

- Compare ways of communicating in Australian and German-speaking contexts and identify ways that culture influences language use

Understanding

Systems of language

- Apply basic rules for German pronunciation such as the two different pronunciations of *ch*
- Recognise and apply different intonation for statements, questions, exclamations and instructions
- Notice distinctive punctuation features of personal correspondence in German such as *Hallo Annette!*/*Lieber Klaus*, followed respectively by upper or lower case for the beginning of the first sentence
- Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:
    - referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, *Das Mädchen hat einen Hockeyschläger; Die Stadt hat ein Kino und eine Apotheke*
    - noticing how articles and pronouns change after certain verbs (*Ich danke dir*) and after particular prepositions associated with location, for example, *Wir sind in der Stadt; Die Party ist bei Stefan im Garten*
    - understanding the concept of regular and irregular verbs and noticing that this is a feature of both German and English

- understanding and using a range of question words and the intended/related answer, for example, *woher*, *welcher* and *wie viel*
- understanding and locating events in time, including the use of the 24-hour clock
- referring to quantities of people and things using cardinal numbers up to 10 000, including decimals, common fractions and negative numbers, for example, Meter; *Kilometer; Quadratmeter; Quadratkilometer; 85,5 Prozent haben ein Handy; Die Tagestemperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester*

- Begin to build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures
- Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced

Language variation and change

- Understand that there are variations in German as it is used in different contexts by different people such as formal/informal register and regional variations

Role of language and culture

- Understand why language is important in social and educational life and recognise that languages and cultures change over time and influence one another
- Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others

Indonesian: Second Language

Year level description

Year 5 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 4 and focuses on extending their oral and written communication skills and their understanding of Indonesian language and culture.

Students communicate in Indonesian, initiating interactions with the teacher and peers to share information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students become familiar with the systems of the Indonesian language, noticing pronunciation of phonemes such as *ng*/*ngg*/*ny* in the middle of words. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as describing the location of items in the home and of places in the local community using prepositions and adjectives. Students build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures.

Students are noticing how their own and others' ways of communicating and using language is shaped by the communities that they belong to and how this affects intercultural communication. They recognise that while Bahasa Indonesia is the official language of Indonesia, for the majority of Indonesians, it is one of a number of languages that they use for communication.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Indonesian. They are supported to use Indonesian as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Content descriptions

Communicating

Socialising

- Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, *Dia tinggal di Perth dengan keluarganya; Rumah saya di atas bukit; Saya tinggal dekat Geraldton; Ada taman dekat rumah kami; Sesudah makan siang kita pergi ke pasar; Di sekolah ada perpustakaan dan lapangan besar; Di belakang rumah saya ada kolam renang*
- Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market

Informing

- Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

Creating

- Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings
- Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapting events, characters or settings

Translating

- Translate simple texts from Indonesian to English and vice versa, noticing which words or phrases require interpretation or explanation
- Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts

Reflecting

- Compare ways of communicating in Australian and Indonesian-speaking contexts and identify ways in which culture influences language use

Understanding

Systems of language

- Notice pronunciation of phonemes such as *ng/ngg/ny* in the middle of words such as *dengan*, *tangan*, *tinggal*, *tanggal*
- Notice the difference in pronunciation of loan words from English, for example, *komputer*, *pensil*
- Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:
    - using prepositions to specify the location of places and objects in the home, neighbourhood and local community, for example, *Ada banyak mainan di kamar saya; Teman saya tinggal dekat rumah saya; Saya tinggal jauh dari stasiun kereta api; Di belakang sekolah kami ada sungai*
    - using prepositions, for example, *dari, ke, dengan, pada; Saya naik bis dari pasar ke rumah*
    - understanding words and expressions indicating direction or means of transportation, for example, *Saya berjalan kaki dari rumah saya ke stasiun bis; Ibu saya naik kereta api ke kota*
    - referring to people and things using pronouns, for example, *kami, kita, kamu*
    - indicating possession using *-nya*, *mereka*, *kami/kita*, for example, *Di depan rumahnya ada lapangan untuk bermain olahraga*
    - directing others using imperatives, for example, *Jangan!*; *Cepat!* and inviting others using polite forms, for example, *Duduklah, Silahkan*
    - seeking information and explanation using question words, for example, *Dengan siapa?; Naik apa?; Untuk apa?*
    - indicating location in time using pada and place using di with *atas, dalam, belakan*

- creating cohesion using conjunctions, for example, *lalu, sebelum, sesudah; Sesudah makan pagi saya pergi ke sekolah dengan adik saya*
- Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures
- Recognise that spoken, written and multimodal Indonesian texts have certain conventions and can take different forms depending on the context in which they are produced

Language variation and change

- Understand that there are variations in Indonesian as it is used in different contexts by different people such as formal/informal register and regional variations

Role of language and culture

- Notice how Indonesian contains influences from other languages such as regional and foreign languages
- Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others

Italian: Second Language

Year level description

Year 5 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture.

Students communicate in Italian, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students are becoming more familiar with the systems of the Italian language, developing pronunciation and intonation of Italian-specific sounds and applying the rules of spelling to writing in familiar types of texts and contexts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events. Students build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.

Students are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Italian. They are supported to use Italian as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Content descriptions

Communicating

Socialising

- Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, *La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!*

- Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market

Informing

- Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

Creating

- Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings
- Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings

Translating

- Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, *Vietato entrare!; È Vietato calpestare l'erba!*
- Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts

Reflecting

- Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use

Understanding

Systems of language

- Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in *il cappello; la piazza; il freddo* and *z* and *t* sounds
- Apply the rules of spelling to writing in familiar types of texts and contexts
- Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:
    - using both regular and irregular plural nouns, for example, *un negozio, due negozi*
    - noticing adjective–noun agreement, for example*, i giardini pubblici; Il supermercato più vicino è … ; La scuola vicina a casa mia è ...*
    - using suffix *-issimo* with adjectives instead of *molto*, for example, *Vicino a casa mia c' è un bellissimo parco giochi*
    - expressing negation, for example, *Non è una casa grande; Non è accanto al mercato*
    - formulating questions and requests, for example, *Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?*
    - using possessive adjectives with *noi*, *voi* and *loro* to express ownership, for example, *la nostra casa; la vostra famiglia; il loro vicino si chiama Alberto*

- using prepositions with *a* + definite article, for example, *accanto a, davanti a, vicino a*
- recognising the position of adverbs in sentences, for example, *Non vado mai al cinema; Corro velocemente*
- using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using *avere*, *essere*, *stare*, *giocare*, *andare*, in sentences such as *Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea*
- recognising Italian currency
- developing number knowledge 0–100
- Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures
- Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced

Language variation and change

- Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations

Role of language and culture

- Understand that there are different forms of spoken and written Italian used in different contexts within Italy and in other regions of the worlds
- Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others

Japanese: Second Language

Year level description

Year 5 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 4 and focuses on extending their oral and written communication skills and their understanding of Japanese language and culture.

Students communicate in Japanese, initiating interactions and socialising with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or conducting performances and completing transactions. Students gather and convey information and ideas from a range of texts related to personal and social worlds. They engage with a range of imaginative texts and explore the characters, events and ideas in them. Students create and perform imaginative texts such as puppet shows or plays for a specific audience.

Students become familiar with the systems of the Japanese language, reading and writing all hiragana with the support of a chart and starting to use basic Japanese punctuation. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts such as encouraging someone to join them in an activity using 〜ましょう or describing the location of homes. Students build a metalanguage in Japanese to talk about language.

Students are encouraged to reflect on how their own and others' ways of communicating and using language is shaped by the communities that they belong to.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Japanese. They are supported to use Japanese as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Content descriptions

Communicating

Socialising

- Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いきました；たのしかったです；へや に ふとん が あります；だいどころ に おかあさん が います；まっすぐ いって、みぎ に まがって、としょかん が あります；がっこう に いきましょう；はい、いきましょう/いいえ、ちょっと
- Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market

Informing

- Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds
- Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

Creating

- Share responses to characters, events and ideas in imaginative texts such as *anime*, folk stories and *manga*, making connections with personal experiences and feelings
- Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts

Translating

- Collect, use and explain Japanese words and expressions that do not translate easily into English such as ごちそうさま;おかえり;いらっしゃいませ
- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions

Reflecting

- Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use

Understanding

Systems of language

- Pronounce all the sounds in the kana chart, including voiced and unvoiced sounds (てんてん and まる), combined and long vowel sounds and double consonants, for example, きって and りょうり
- Understand that the sounds of *hiragana* and *katakana* are identical, even though the associated scripts are different
- Read and write all *hiragana*, including voiced, combined and long vowel sounds and double consonants using a *hiragana* chart for support
- Understand the use of basic Japanese punctuation marks such as まる（。）and てん（、）
- Read and write words, phrases and sentences using *hiragana* and simple *kanji*, for example, わたし の 本;わたし の かぞく です
- Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:
    - using verbs to indicate – let's…, ～ましょう
    - understanding and identifying elements of different sentence structures and the use of particles such as へ/で
    - understanding the use of ～が　あります/います to refer to inanimate/animate objects
    - describing locations of homes, people, animals and items, using basic structures, for example, *noun* は *place* にあります; *noun* は *place* にいます

- knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります
- knowing how to use common counters and classifiers such as こ/ひき/ びき/ ぴき/ えん
- understanding Japanese numerical place order, for example, 一、十、百、千、万
- understanding different question words such as いくら/どれ
- Build a metalanguage in Japanese to talk about language
- Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations

Language variation and change

- Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop

Role of language and culture

- Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages
- Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others

Mathematics

Year level description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

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.

Content Descriptions

Number and algebra

Number and place value

- Identify and describe factors and multiples of whole numbers and use them to solve problems
- Use estimation and rounding to check the reasonableness of answers to calculations
- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies
- Solve problems involving division by a one digit number, including those that result in a remainder
- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems

Fractions and decimals

- Compare and order common unit fractions and locate and represent them on a number line
- Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator
- Recognise that the place value system can be extended beyond hundredths
- Compare, order and represent decimals

Money and financial mathematics

- Create simple financial plans

Patterns and algebra

- Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction
- Find unknown quantities in number sentences involving multiplication and division and identify equivalent number sentences involving multiplication and division

Measurement and geometry

Using units of measurement

- Choose appropriate units of measurement for length, area, volume, capacity and mass
- Calculate the perimeter and area of rectangles using familiar metric units
- Compare 12- and 24-hour time systems and convert between them

Shape

- Connect three-dimensional objects with their nets and other two-dimensional representations

Location and transformation

- Use a grid reference system to describe locations. Describe routes using landmarks and directional language
- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries
- Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image compared with the original

Geometric reasoning

- Estimate, measure and compare angles using degrees. Construct angles using a protractor

Statistics and probability

Chance

- List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions
- Recognise that probabilities range from 0 to 1

Data representation and interpretation

- Pose questions and collect categorical or numerical data by observation or survey
- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies
- Describe and interpret different data sets in context

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 5, students are introduced to cause and effect relationships through an exploration of adaptations of living things and how this links to form and function. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

Content descriptions

Science understanding

Biological Sciences

- Living things have structural features and adaptations that help them to survive in their environment

Chemical Sciences

- Solids, liquids and gases have different observable properties and behave in different ways

Earth and Space Sciences

- The Earth is part of a system of planets orbiting around a star (the sun)

Physical Sciences

- Light from a source forms shadows and can be absorbed, reflected and refracted

Science as a human endeavour

Nature and development of science

- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions

Use and influence of science

- Scientific knowledge is used to solve problems and inform personal and community decisions

Science inquiry skills

Questioning and predicting

- With guidance, pose clarifying questions and make predictions about scientific investigation

Planning and conducting

- Identify, plan and apply the elements of scientific investigations to answer questions or solve problems using equipment and materials safely and identifying potential risks
- Decide variables to be changed and measured in fair tests and observe, measure and record data, with accuracy using digital technologies as appropriate

Processing and analysing data and information

- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate
- Compare data with predictions and use as evidence in developing explanations

Evaluating

- Reflect on and suggest improvements to scientific investigations

Communicating

- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts

Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 5. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Design and Technologies

Year level description

Learning in Design and Technologies builds on the range of concepts, skills and processes developed in previous years.

In Year 5, students have opportunities to learn about technologies in society through different technology contexts as they create solutions in at least one of the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to produce products and develop an understanding that designs for services and environments meet community needs.

Students have opportunities to explore technologies that incorporate materials, components, and equipment used in the home and wider community. They continue to consider society, cultural needs and environmental factors, paying attention to sustainable practices. Students question why and for whom technologies are developed.

Students begin to engage with ideas beyond the familiar, exploring how the people working in a range of technologies contexts contribute to society. They are provided with opportunities to explore innovative design solutions that build on their own design capabilities.

Using a range of techniques, students explore how to represent objects and ideas in a variety of forms, such as thumbnail sketches, models, drawings, diagrams and storyboards to communicate the development of designed solutions.

Content descriptions

Knowledge and understanding

Technologies and society

- How people address competing considerations when designing products, services and environments

Technologies contexts

Engineering principles and systems

- Forces can control movement, sound or light in a product or system

Food and fibre production

- People in design and technologies occupations aim to increase efficiency of production systems, or consumer satisfaction of food and fibre products

Food Specialisations

- Food safety and hygiene practices

Materials and technologies specialisations

- Characteristics and properties of a range of materials and components, and the suitability and safe practice of their use

Processes and production skills

Creating solutions by:

Investigating and defining

- Define a problem, and set of sequenced steps, with users making a decision to create a solution, for a given task
- Identify available resources

Designing

- Develop and communicate alternative solutions and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms

Producing and implementing

- Select, and apply, safe procedures when using components and equipment to make solutions

Evaluating

- Develop negotiated criteria to evaluate and justify design processes and solutions

Collaborating and managing

- Work independently, or collaboratively when required, to safely develop and communicate ideas and information for solutions

Digital Technologies

Year level description

In Year 5, students further develop understanding and skills in computational thinking, such as identifying similarities in different problems and describing smaller components of complex systems. They have opportunities to create a range of solutions, such as games and interactive stories and animations that involve branching (choice of options).

Students explore the role that individual components of digital systems play in the processing and representation of data. They learn to acquire, justify and track various types of data. Students are introduced to the concept of data states in digital systems and how data are transferred between systems.

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

When creating solutions, students identify appropriate data and requirements. They develop skills to write clear algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions. They make judgments about design solutions against the effectiveness in existing information systems.

Students develop strategies to communicate information and ideas using agreed ethical protocols, taking into account the safety aspects of working in digital environments.

Content descriptions

Knowledge and Understanding

Digital systems

- Digital systems have components with basic functions that may connect together to form networks which transmit data

Representation of data

- Data is represented using codes

Processes and production skills

Collecting, managing and analysing data

- Collect, store and present different types of data for a specific purpose using software

Digital implementation

- Design solutions to a user interface for a digital system
- Design, follow and represent diagrammatically, a simple sequence of steps (algorithm), involving branching (decisions) and iteration (repetition)
- Implement and use simple programming environments that include branching (decisions) and iteration (repetition)

- Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct)

Creating solutions by:

Investigating and defining

- Define a problem, and set of sequenced steps, with users making a decision to create a solution for a given task
- Identify available resources

Designing

- Develop and communicate alternative solutions and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms

Producing and implementing

- Select, and apply safe, procedures when using components and equipment to make solutions

Evaluating

- Develop negotiated criteria to evaluate and justify design processes and solutions

Collaborating and managing

- Work independently, or collaboratively when required, to plan, develop and communicate ideas and information for solutions

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 5. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

Dance

Year level description

In Year 5, students continue to integrate the elements of dance (body, energy, space and time) and use the choreographic devices of repetition, contrast and unison to create dance that communicates an idea/theme.

There is a continued focus on safe dance practices as students are introduced to increasingly complex fundamental movement skills that develop body awareness, coordination, control, balance, strength and accuracy.

Students work collaboratively throughout the rehearsal process in preparation for dance performance.

In making and responding to dance, students consider the elements of dance (body, energy, space and time) and choreographic devices, and make observations of their use in dance. They have the opportunity to investigate the characteristics of dance from different cultures.

Content descriptions

Making

Ideas

- Exploration, improvisation, selection and combination of movements to choreograph dance based on an idea/theme

Skills

- Integration of the four (4) elements of dance (BEST)
  - Body:
    - body parts (gestures)
    - body actions (arm and leg gestures that lead toward, away from and around)
    - body zones (front, back, sideways, cross-lateral)
    - body bases (feet, knees, hands, buttocks)
  - Energy:
    - controlling and combining different movement qualities (sharp to soft, floppy to stiff, smooth to jagged)
    - force (strong to gentle)
    - weight (heavy, light)
  - Space:
    - levels (medium, low, high, moving between levels)
    - direction (forward, backward, diagonal, circular)

- group formations (small or large groups of dancers in lines, circles, diagonals, clusters, squares) throughout the space
- personal space and general space
- positive and negative space
- dimensions (big, small, narrow, wide)
- shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved)
- pathways (in the air with the arms, under, over, on the floor)
  - Time:
    - tempo (fast, slow, slowing down, speeding up)
    - rhythm (regular, irregular)
    - stillness (pausing, freezing, holding a shape then continuing dance sequence)
    - duration (long, short movements)
    - acceleration/deceleration

  to choreograph dance

- Use of the choreographic devices of repetition, contrast and unison when choreographing group dance
- Combinations of increasingly complex fundamental movement skills incorporating directional changes that develop body awareness, coordination, control, balance, strength and accuracy
- Safe dance practices, including knowing their own body capabilities when participating in dance lessons or rehearsals

Performance

- Rehearsal processes (giving and receiving feedback and working together) to improve dance performance
- Performance skills (including using facial expressions, and focus) and acknowledging the audience when presenting dance

Responding

- The characteristics of dance in different cultures
- Responses that explain how the elements of dance and choreographic devices are used to communicate meaning in dance, using dance terminology

Drama

Year level description

In Year 5, students begin to refine and experiment with the elements of drama to communicate improvised, devised and scripted drama.

Students continue to use the elements of drama and selected drama forms and styles to communicate meaning, including the use of voice, movement, role, situation, space, character, time and relationships. They are introduced to mood and explore drama narratives and ideas to create dramatic action. Students begin to explore creating drama based on scripts.

Students experience the roles of performers and audience members. They work together, giving and receiving feedback, to improve drama to engage an intended audience.

As they make and respond to drama, students explore the purpose of drama and how the elements of drama are used to communicate meaning. They have the opportunity to experience drama from a range of cultures, times and locations.

Content description

Making

Ideas

- Dramatic structures to sequence how the story is opened, how events are presented (mood and tension elements) and key details to help the audience understand dramatic meaning

Skills

- Experimentation and refinement of ten (10) elements of drama:
    - voice (loud, soft, varying loud and soft; pitch variation; pace; volume; clarity)
    - movement (facial expressions and gestures to create belief in character and situation)
    - role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)
    - situation (establishing and sustaining a fictional setting)
    - space (establishing a clear setting)
    - character (communicating character traits; developing relationships between characters)
    - time (sense of time to create belief in drama)
    - tension (factors that contribute to suspense in stories; tension in characters' relationships)
    - mood (describes the feelings and attitudes, often combined of the roles or characters involved in dramatic action)
    - relationships (how relationships influence character development)

when creating improvised, devised or scripted drama

- Improvisation skills (creating climax and denouement) to enhance drama

Performance

- Rehearsal processes (giving and receiving feedback; working together) to improve drama to engage an intended audience
- Performance skills and audience awareness (where the performers control the focus) to convey meaning to the audience

Responding

- The role of drama in different cultures and times
- Responses that explain the purpose of drama and how the elements of drama are used to communicate meaning, using drama terminology

Media Arts

Year level description

In Year 5, students explore stories from a particular point of view. They consider how narrative structures are used to communicate ideas to an audience for a specific purpose.

Students experiment with codes and conventions, with increasing complexity, to communicate a message or story to an intended audience. They are introduced to protocols in media work.

As students make and respond to media work, they identify and describe how codes and conventions are used to communicate meaning, using appropriate terminology. Students examine the role of media in different cultures and times.

Content descriptions

Making

Ideas

- Exploration of how narrative structures are used to communicate ideas to an audience for a purpose
- Exploration of stories from a specific point of view

Skills

- Exploration and experimentation with the codes and conventions of media:
    - technical (sequencing and editing of images to support particular purposes; camera shots (close up, mid shot, long shot); camera angles (low angle, high angle, eye level))
    - symbolic (using costumes and props to represent people as fictional and/or non-fictional characters; manipulating familiar places to create fictional settings; consideration of natural light to enhance a shot)
    - audio (loudness and softness; music to convey a mood; sound effects)
    - written (selecting text to strengthen meaning or create point of view)

    when producing media work

Production

- Uses narrative structures to communicate point of view for an intended audience
- Protocols (permission for images and videos of individuals to be used) in media work

Responding

- The role of media in different cultures and times
- Responses that identifying and describing how the codes and conventions are used to communicate meaning and create point of view

Music

Year level description

In Year 5, students continue to develop their aural and theory skills, improvising, singing and playing rhythmic patterns in simple and compound time, and intervals and pentatonic patterns. They improvise, select and organise elements of music to create music ideas, incorporating dynamic contrasts and imitating stylistic features. They record and communicate their ideas using standard notation, music terminology and relevant technology.

Students experience music as performers and audience members. They perform with developing technique and expression, maintaining their own part when performing with others.

Students explore how to improve musical performance and sustain audience engagement, working individually or collaboratively to apply rehearsal processes.

They listen to, reflect on, and respond to, the role of music from different times and cultures, and identify and explain how the elements of music combine to convey meaning and purpose in music they listen to and make.
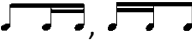
Content descriptions

Making

Ideas

- Improvisation with and organisation of the elements of music to create simple compositions
- Communication and recording of music ideas using graphic and standard notation, dynamics, terminology and relevant technology

Skills

- Development and consolidation of aural and theory skills, including:

    - rhythm (simple time: ♪ ♫ ♩, ♫ ♩ ♩, minim rest ▬; compound time $\frac{6}{8}$, ♩., ♩ ♪ ♩, ♩ ♪)
    - tempo (changing tempos; terminology (*accelerando*, *ritardando/rallentando*))
    - pitch (intervals (tones, semitones); major scale; tonality: pentatonic and major)
    - dynamics (terminology and symbols (*mezzo piano* (**mp**), *mezzo forte* (**mf**)); expressive devices (*legato*, *staccato*))
    - form (*rondo* (ABACA); riff)
    - timbre (instrumental and vocal ensembles (e.g. rock band, orchestra, jazz band, different tone colour for particular purposes))
    - texture (individual layers of sound (e.g. bass line, harmony line))

    to compose and perform music

Performance

- Application of rehearsal processes to improve music performances and sustain audience engagement

- Development of performance skills (singing in tune, playing a variety of classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others)

Responding

- Responses to and contributions as performers and audience members, appropriate to culture or context
- Role of music from different times and cultures
- Responses that identify and describe how the elements of music work together to convey meaning and purpose, using music terminology

Visual Arts

Year level description

In Year 5, students reflect on the work of varying artists and explore how it influences their own artwork. They select from a range of media, materials and technologies to create original artwork.

Students begin to reflect on the ideas, feelings and opinions communicated in their artwork and consider how presentation will enhance visual appeal/aesthetics and audience engagement.

As they make and respond to artwork, students use visual art terminology to identify and describe how the elements have been used. They have the opportunity to explore the role of art in different times and cultures.

Content description

Making

Ideas

- Exploration of artwork from various artists and different approaches are used to communicate ideas, beliefs and opinions
- Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their artwork

Skills

- Development and application of artistic techniques and processes with:
  - shape (convex, concave)
  - colour (expressive colours, natural colours)
  - line (implied lines for movement and depth)
  - space (shading–creating illusion of depth)
  - texture (textures created with a variety of tools, materials, and techniques; patterning)
  - value (gradations of value)

to create artwork

- Use of techniques, art processes, and experimentation with art forms, such as digital imaging, screen printing or illustration

Production

- Presentation and reflection of ideas, feelings and opinions in artwork, including consideration of audience and feedback
- Presentation and display of artwork to enhance visual appeal/aesthetics

Responding

- Appreciation of the role of art from different times and cultures, and consideration of how the artist's perspective is reflected in the artwork
- Responses that identify and describe, using visual arts terminology, how the visual art elements and techniques are used to communicate meaning and purpose in artwork