Year 5 Curriculum Framework

YEAR 5 ENGLISH					
	TERM 1	**TERM 2**	**TERM 3**		**TERM 4**
	NARRATIVE	**PERSUASIVE TEXT**	**POETRY**	**NARRATIVE**	**COMPARATIVE INFORMATIVE RESPONSE**
CURRICULUM INTENT	**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. (C2C Unit 1)	**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. (C2C Unit 2)	**Appreciating Poetry** Students listen to, read and view a range of poetry, including, anthems, odes and other lyric poems from different contexts. (C2C Unit 4)	**Responding to poetry** Students listen to, read and view a range of poetry, including narrative poems (C2C Unit 5)	**Exploring narrative through novels and film** Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. (C2C Unit 6)
ASSESSMENT	**Imaginative response** Students write of a fantasy narrative, creating a 'good' and 'evil' character, and establish setting. **Oral** - Present Science Mythical creature	**Comprehend a feature article** Students interpret and analyse information from a feature article. **Write a feature article** Students select information and create a feature article that presents a particular point of view about an issue.	**Comprehend and analyse poetry** 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.	**Narrative** Students transform a poem into a narrative.	**Written comparison** Students write a comparison of a novel and its film adaptation and state a preference. **Oral** – Speaking Competition

YEAR 5 ENGLISH ACHIEVEMENT STANDARD	**WHEN ASSESSED**			
	T 1	**T2**	**T 3**	**T 4**
Receptive modes (listening, reading and viewing)				
Students explain how text structures assist in understanding the text.				
Students understand how language features, images and vocabulary influence interpretations of characters, settings and events.				
When reading, students encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.				
Students analyse and explain literal and implied information from a variety of texts.				
Students describe how events, characters and settings in texts are depicted and explain their own responses to them.				
Students listen and ask questions to clarify content.				
Productive modes (speaking, writing and creating)				
Students use language features to show how ideas can be extended.				
Students 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.				
Students make presentations which include multimodal elements for defined purposes.				
Students contribute actively to class and group discussions, taking into account other perspectives.				
When writing, students demonstrate understanding of grammar using a variety of sentence types.				
Students select specific vocabulary and use accurate spelling and punctuation.				
Students edit their work for cohesive structure and meaning.				

YEAR 5 - MATHEMATICS

Term 1	Term 2	Term 3	Term 4
Summative Assessment			
Fractions Students locate, represent, compare and order fractions and add and subtract fractions. **Digging into data** Students classify and interpret data and pose questions to gather data. **Applying shape, angle and transformation** 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.	**Multiplicative reasoning** Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. **Calculating time** Students convert between 12-hour and 24-hour time.	**Continuing patterns and calculating with numbers** 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. **Simple Budgets** Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. *(link with HASS Unit 5)* **Calculating measurements** Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles.	**Fantastic factors & magnificent multiples** Students identify and describe factors and multiples of whole numbers. **Describing Chance and Probability** Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.

YEAR 5 MATHEMATICS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
Number and Algebra				
Number and place value				
Students solve simple problems involving the four operations using a range of strategies.				
Students check the reasonableness of answers using estimation and rounding.				
Students identify and describe factors and multiples.				
Fractions and Decimals				
Students order decimals and unit fractions and locate them on number lines.				
Students add and subtract fractions with the same denominator.				
Money and financial mathematics				
Students explain plans for simple budgets.				
Patterns and algebra				
Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations.				
Students continue patterns by adding and subtracting fractions and decimals.				
Measurement and Geometry				
Using units of measurement				
Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.				
Students convert between 12- and 24-hour time.				
Shape				
Students connect three-dimensional objects with their two-dimensional representations.				
Location and Transformation				
Students describe transformations of two-dimensional shapes and identify line and rotational symmetry.				
Students use a grid reference system to locate landmarks.	**HASS**			
Geometric Reasoning				
Students measure and construct different angles.				
Statistics and Probability				
Chance				
Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.				
Data representation and interpretation				
Students interpret different data sets.				
Students pose questions to gather data, and construct data displays appropriate for the data.				

YEAR 5- SCIENCE			
Term 1	**Term 2**	**Term 3**	**Term 4**
Survival in the environment (Unit 1) In this unit students analyse the structural features and behavioural adaptations that assist living things to survive in their environment.	**Our place in the solar system (unit 2)** In this unit, students will describe the key features of our solar system including planets and stars. Students will 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. *(C2C Unit 2)*	**Now you see it (Unit 3)** In this unit, students will investigate the properties of light and the formation of shadows. Students will 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	**Matter matters (Unit 4)** In this unit students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways
Summative Assessment			
Creating a creature Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.	**Exploring the solar system** Students describe key features of the solar system. Students 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.	**Exploring the transfer of light** Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe 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.	**Investigating evaporation and explaining solids, liquids and gases** Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.

YEAR 5 SCIENCE ACHIEVEMENT STANDARD	**WHEN ASSESSED**			
	T 1	**T2**	**T 3**	**T 4**
Science Understanding				
Students classify substances according to their observable properties and behaviours.				
Students explain everyday phenomena associated with the transfer of light.				
Students describe the key features of our solar system.				
Students analyse how the form of living things enables them to function in their environments.				
Science as a Human Endeavour				
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.				
Science Inquiry Skills				
Students 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.				
Students compare patterns in their data with predictions when suggesting explanations.				
Students describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.				

YEAR 5 - HASS

Term 1	Term 2	Term 3	Term 4
People and the environment Inquiry questions: *How do people and environments influence one another?* In this unit, students will investigate: • the characteristics of places in Europe and North America and the location of their major countries in relation to Australia • the human and environmental factors that influence the characteristics of places and the interconnections between people and environments • the impact of human actions on the environmental characteristics of places in two countries in Europe and North America • how to complete maps using cartographic conventions • the language used to describe the relative location of places at a national scale • how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. *(C2C Unit 1)*	**Managing Australian communities** Inquiry questions: *How are people and environments managed in Australian communities?* In this unit, students will investigate: • how places are affected by the interconnection between people, places and environments • the influence of people on the human characteristics of places, including how the use of space within a place is organised • how laws impact on the lives of people in the present • the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management • environmental challenges in the form of natural hazards • ways in which people respond to a geographical challenge and the possible effects of actions. *(C2C Unit 2)*	**Communities in colonial Australia (1800's)** Inquiry questions: *How have individuals and groups in the colonial past contributed to the development of Australia?* In this unit, students will investigate: • key events related to the development of British colonies in Australia after 1800 • the economic, political and social reasons for colonial developments in Australia after 1800 • aspects of daily life for different groups of people during the colonial period in Australia • the effects that colonisation had on the lives of Aboriginal peoples and on the environment • significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration • the significance of individuals and groups in shaping the colonies, especially through inland exploration. *(C2C Unit 3)*	**Participating in Australian Communities** Inquiry questions: *How have people enacted their values and perceptions about their community, other people and places, past and present?* In this unit, students will investigate: • the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • representative democracy and voting processes in Australia • how laws impacted on the lives of people in the past. *(C2C Unit 4)*
Summative Assessment			
Assessment task Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.	***Assessment task*** To identify how legal and environmental issues in Australian communities can be managed.	***Assessment task*** To describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia.	***Assessment task*** To investigate democratic values and processes in the school community.

YEAR 5 HASS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
Knowledge and Understanding				
Students describe the significance of people and events/developments in bringing about change.				
Students identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same.				
Students describe the experiences of different people in the past.				
Students explain the characteristics of places in different locations at local to national scales.				
Students identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments.				
Students identify the effects of these interconnections on the characteristics of places and environments.				
Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system.				
Students recognise that choices need to be made when allocating resources.			***MATHS***	
Students describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices.			***MATHS***	
Students describe different views on how to respond to an issue or challenge.				
Inquiry and skills				
Students develop questions for an investigation.				
Students locate and collect data and information from a range of sources to answer inquiry questions.				
Students examine sources to determine their purpose and to identify different viewpoints.				
Students interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence.				
Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines.				
Students sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions.				
Students work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action.				
Students present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.				

YEAR 5 - TECHNOLOGIES

DESIGN TECHNOLOGY - Semester 1	DIGITAL TECHNOLOGY - Semester 2
Design for nature *Materials and technologies specialisations* In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. Students will design a product to meet an identified need or opportunity for wildlife in their local area. Students will examine the role of people in a range of technologies occupations and the tools and techniques Students use. *(C2C Unit 3)*	**Data changing our world** In this unit students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include: • exploring how community organisations collect data and present information to meet community needs • visualising data to create information that is easily understood • creating a data-driven solution that processes user input to provide information about a reading challenge. *(C2C Unit 2)*
Summative Assessment	
Portfolio Students design and make a product that supports wildlife to coexist in the school environment. Assessment will gather evidence of student's ability to: • Describe competing factors in the design of products and environments. • Describe how technologies contribute to the future of wildlife. • Explain how materials and technologies influence designed solutions. • Identify needs and opportunities. • Generate and communicate ideas using appropriate methods. • Select and use appropriate resources to safely make a product. • Develop production plans identifying technologies processes. • Suggest criteria for success and use to evaluate ideas and product.	*Portfolio* Assessment of student learning will be gathered from short answer questions and project work. Students will: • explain how existing information systems meet local and community needs • explain how whole numbers are used to represent all data in digital systems • define problems in terms of data • represent a variety of data types in digital systems • acquire, store and use validated data • design a user interface and incorporate decision making into designs • implement their digital solutions

YEAR 5 & YEAR 6 TECHNOLOGIES ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 1
DIGITAL TECHNOLOGIES		
Knowledge and Understanding		
Students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks.		
Students explain how digital systems use whole numbers as a basis for representing a variety of data types.		
Processes and Production Skills		
Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.		
Students incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program.		
Students 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.		
DESIGN TECHNOLOGIES		
Knowledge and Understanding		
Students describe competing considerations in the design of products, services and environments, taking into account sustainability.		
Students describe how design and technologies contribute to meeting present and future needs.		
Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.		
Processes and Production Skills		
Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities.		
Students suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions.		
Students combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.		
Students record project plans including production processes.		
Students select and use appropriate technologies and techniques correctly and safely to produce designed solutions.		

YEAR 5 - THE ARTS

Term 1	Term 2	Term 3	Term 4
DRAMA	**MEDIA ARTS**	**DANCE**	**VISUAL ARTS**
My Hero In this unit, students make and respond to drama by exploring drama from different cultures, time and places (C2C Unit 2)	**What's the story?** In this unit, students explore how media techniques are used to portray stories, ideas and points of view of people in the community. (Adapted C2C Media Arts Unit 2)	**Creative Dance** (Creative Dance Industries) In this unit students respond to, perform and choreograph dance.	**Visual Arts Specialist**
Summative Assessment			
Students devise, perform and respond to drama based on the style of melodrama. • Devise a drama in the style of melodrama. • Explain and describe drama made, performed and viewed. • Perform a devised and scripted melodrama.	**Part A: Responding** Explain how media techniques communicate ideas, stories and points of view. **Part B: Making** Work collaboratively to plan and produce a mini-documentary (news report) based on their feature article.	**Part A: Making — Performing/ Choreographing** • Perform a dance to communicate ideas (meaning) about Australian culture. • Choreograph a dance which communicates ideas (meaning) about Australian cultures. **Part B: Responding** Describe and explain dance made, performed and viewed.	Students explore artworks that inspire the making of a mixed media sculpture. **Part A: Making** • Plan and design — explore artworks to plan and display a mixed media sculpture. • Create — make a mixed media sculpture that is displayed to enhance meaning for an audience. **Part B: Responding** • Explain how ideas are represented in mixed media sculptures that you have viewed and made. Describe the influences of artworks on your art making.

YEAR 5 & YEAR 6 THE ARTS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
DANCE				
Students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view.				
Students describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.				
Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning.				
Students work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.				
DRAMA				
Students explain how dramatic action and meaning is communicated in drama they make, perform and view.				
Students 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.				
MEDIA ARTS				
Students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view.				
Students explain the purposes and audiences for media artworks made in different cultures, times and places.				
Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.				
VISUAL ARTS				
Students explain how ideas are represented in artworks they make and view.				
Students 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.				
Students demonstrate different techniques and processes in planning and making artworks.				
Students describe how the display of artworks enhances meaning for an audience.				

MUSIC						
		SEMESTER 1		SEMESTER 2		
KNOWLEDGE, UNDERSTANDING & SKILLS	*Rhythm*	• tim-ca		• Compound metre (6/8) • tum, zum, ti-ti-ti, tica-tica-tica		
	Pitch	• Pentatonic scales – C/F/G • Intervals (3rd, 5th, Unison)		• Major scales – C • Intervals (Octave, 2nd)		
	Dynamics & Expression	• mezzo piano/forte (mp/mf)				
	Form & Structure	• Phrase		• Melodic ostinato		
	Timbre & Texture	• Brass family (trumpet, trombone, French horn, tuba) • Chords (I - IV - V)		• Chords (vi)		
	SKILLS	**MAKING** • Perform pentatonic scales on glock/xylo/ukulele • Perform known pieces using chords I IV V on ukulele (vocals/ukulele/xylo/ glock) • Create alternate verses for known songs • Identify familiar instrument timbres in isolation (aural skills) • Create, write, perform and identify 8 beat rhythmic patterns (aural skills) • Create A B & A B A pentatonic melodies (8/12 beat)	**RESPONDING** • Reflect/evaluate own performance • Identify positive/ successful elements in peer performances	**MAKING** • Perform major scale (C) on glock/xylo/ukulele • Perform known pieces using chords I IV V vi on ukulele as part of ensemble (vocals/ukulele/xylo/ glock) • Read and write treble notation (c-c') • Identify familiar instrument timbres in combination (aural skills) • Create, write, perform and identify 8 beat rhythmic patterns (aural skills)	**RESPONDING** • Reflect/evaluate own performance • Identify positive/ successful elements in peer performances	
Summative Assessment						
Perform		Pentatonic scale on glock/xylo Ukelele piece (I IV V)		Major scale (C) on glock/xylo Ukelele piece (I IV V vi)		
Respond		Self-evaluation Sheet (5)		Self-evaluation Sheet (5a) Respond to piece of music – compare mood/ instrument timbre/tempo/ volume/texture/ form		
Create		Ternary (ABA) melody (24 beats using C pentatonic scale) – use format sheet		8 line poem/rhyme to music (8 bars, treble staff)		
Aural Skills		Instrument timbre (Brass focus) Rhythm patterns (8 beat)		Instrument timbre (combo) Rhythm patterns (8 beat) Intervals		

YEAR 5 & YEAR 6 THE ARTS ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 2
MUSIC		
Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.		
Students 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.		
Students 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.		

YEAR 5 - HEALTH AND PHYSICAL EDUCATION

HEALTH

SEMESTER 1	SEMESTER 2
Multicultural Australia Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. Students examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding. *(C2C Unit 3) Links to LOTE.*	**Healthy Habits** Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. Students identify good habits and how Students contribute to overall health and wellbeing. *(C2C Unit 2)*
Summative Assessment	
Collection of work Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • explain the influence of people and place on identities • examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.	**Research** Students complete an informative written response. Students investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits

PHYSICAL EDUCATION

Term 1	Term 2	Term 3	Term 4
Hand/Eye Co Operative Games **Spike Ball (Volleyball)** **Orienteering**	**Athletics**	**Oz Tag** **Golf**	**Basketball** **Ten Pin Bowling** **Modified Soft Cross**
Summative Assessment			
Hand/Eye Co Operative Games Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co- operative team based games. **Orienteering** Demonstrates and experiments with movement concepts in orienteering: → Fitness → Map reading → Using a compass → Using a stop watch **Team work** Encouragement and group co-operation. Demonstrates and experiments with Body movement concepts in correctly using the scoring card, and using the hole punches at	**Athletics** Demonstrates and experiments with movement concepts in High Jump, Long Jump, Shot Put, discus, Relays and Running (e.g.) Simple Jumping and Landing Technique → Measuring run ups → Correct Throwing Techniques, Holding the Shot put → Throwing Technique in Discus, Measuring, Rules, Holding the Discus correctly, Body Positions → Running • Starts and finishes • Running in Lanes • Correct Arm and leg movements → 100m, 200m, 800m techniques	**OZ Tag** Demonstrates and experiments with movement concepts in Passing, Kicking, Stepping off both feet, Defending, Game Sense, and Understanding and implementing rules during Oztag (e.g.) Simple Tagging Techniques during defending Tag Games **Golf** Demonstrates and experiments with movement concepts in Golf swing, Aiming at targets, Controlling the power of Golf swings, Games Sense, Scoring, and Understanding and implementation of Rules. → Holding the club with correct grip. → Correct foot stance → Correct head positioning → Correct swing	**Basketball** Demonstrates correctly a wide range of movement Skills into specialized sequences in : → Dribbling techniques in basketball. (correct stance and hand movement) → Passing techniques for accuracy in Basketball. (e.g.) bounce passes, chest passes, and overhead passes, as well as throwing and → catching techniques → shooting in Basketball (correct hand formation on the ball, jumping and accuracy) → minor modified team games relating to a variety of basketball skills (e.g.) knockout dribbling games, jumping and jump stop games, and shooting games. **Tenpin Bowling** Demonstrates correctly a wide range of movement

each station Applies knowledge of complex game sense concepts and understanding of rules and their implementations during games and Modified activities. **Spike Ball** Demonstrates correctly a wide range of movement skills into specialised sequences in Volleyball: → Serving → Digging → Setting → Spiking Applies knowledge of complex game sense concepts and understanding of rules.			Skills into specialized sequences in: → Aiming at Pins → Correct Technique in Holding the Ball → Underarm Bowling Technique → Correct foot technique **Modified Soft Cross** Demonstrates correctly a wide range of movement Skills into specialized sequences in Modified Soft Cross: → Throwing → Catching. . → Passing Applies knowledge of complex game sense concepts and understanding of rules.

YEAR 5 and YEAR 6 HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T2	T 3	T 4
PERSONAL, SOCIAL and COMMUNITY HEALTH				
Being healthy, safe and active				
Students investigate developmental changes and transitions.				
Students explain the influence of people and places on identities.				
Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.				
Communicating and interacting for health and wellbeing				
Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact.				
Students describe their own and others' contributions to health, physical activity, safety and wellbeing.				
Contributing to healthy and active communities				
Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.				
Students describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.				
Moving our body				
Students apply the elements of movement when composing and performing movement sequences.				
Understanding movement				
Students demonstrate fair play and skills to work collaboratively.				
Learning through Movement				
Students perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.				

YEAR 5 - LOTE

GERMAN	INDONESIAN
Semester 1 or 2	**Semester 1 or 2**
Unit 1: What is Family? In this unit, students use language to communicate ideas relating to the concept of family and group identity. Students will: • interact with peers about family structures and activities • gather and compare information relating to families in Germany and Australia • create texts using descriptive language • participate in intercultural experiences to notice, compare and reflect on language and culture **Unit 2: Food and Drink** In this unit, students explore customs relating to food and drink in Germany and Australia and use language to communicate about food. Students will: • interact with peers about food • gather and compare information relating to eating customs in Germany and Australia • create texts using descriptive and expressive language • reflect on cultural differences with respect to food	**Unit 1: What is family?** In this unit, students explore the concept of family in Indonesia and Australia. Students will: • interact with peers to give personal information about family and family activities • gather and compare information relating to families in Indonesia and Australia • create informative texts about families using descriptive language • analyse and understand systems of language relating to sentence structure. **Unit 2: Food and celebrations** In this unit, students explore the concept of celebrations in Indonesia and make connections with their own experiences. Students will: • engage with a range of texts about celebrations in Indonesia • discuss and describe a variety of celebrations • compare Indonesian celebrations with Australian celebrations • collaborate in shared tasks such as cooking or craft activities • participate in intercultural experiences to reflect on how participation in certain celebrations shapes identity.
Summative Assessment	
Unit 1: What is Family? Students write a description in German about their family and deliver it as a presentation. Students demonstrate understanding of grammatical rules. **Unit 2: Food and Drink** Students create a food poster expressing likes and dislikes. Students reflect on eating practices.	**Unit 1: What is family?** For this topic, students will create and present a description of their family. Students will analyse subject-focus sentences, the use and placement of the preposition *pada* and identify *ber*- verbs. **Unit 2: Food and celebrations** In this topic, students examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.

YEAR 5 and YEAR 6 GERMAN ACHIEVEMENT STANDARD	WHEN ASSESSED SEMESTER 1 or 2
Communicating	
Students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings.	
Students use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig*.	
Students use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen*.	
Students use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*.	
Students gather & compare information from different sources about social & natural worlds, & convey information & opinions in different formats to suit specific audiences & purposes.	
Students describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience.	
When creating texts, students manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.* and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*.	
Students use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag*.	
Students explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community.	
Students describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.	
Understanding	
Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.	
Students identify and apply some of the systematic sentence structure and word order rules of German.	
Students identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w and z*, and diphthongs such as *au, ei, eu* and *ie*.	
Students apply the conventions of commonly used text types, and identify differences in language features and text structures.	
Students give examples of the variety of ways German is used by different people in different contexts.	
Students make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.	
YEAR 5 and YEAR 6 INDONESIAN ACHIEVEMENT STANDARD	**WHEN ASSESSED SEMESTER 1 or 2**
Communicating	
Students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities.	
Students locate specific details and use familiar words and phrases to predict meanings in texts.	
Students respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language.	
Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words.	
Students ask and respond to questions using *Apa?, Siapa? Berapa?* and *Di mana?*, and interact spontaneously with peers in discussions on familiar topics.	
Students use subject-focus construction with a range of *ber-* verbs (such as *bermain, berjalan, bercakap-cakap, berenang*) and formulaic *me-* verbs (such as *membaca, mendengarkan, menonton*).	
Students express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, (for example, *Rumah Budi besar; Dia tinggi dan lucu*).	
Students use possessive word order (for example, *Nama teman saya…*) and describe events in time using *pada* with whole numbers and days of the week.	
Students use prepositions (such as *di atas/dalam/belakang*), and conjunctions (such as *karena* and *tetapi*).	
Students translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures.	
Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences.	
Understanding	
Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English.	
Students identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs.	
Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed.	
Students identify loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*).	
Students describe similarities and differences between aspects of language and culture, such as celebrations (for example *Idul Fitri* and *Hari Ulang Tahun*), leisure (for example, *takraw, bulu tangkis*) and the environment (for example, *desa, hutan*).	
Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, *Selamat siang, mandi, guling*) that cannot be directly translated.	