YEAR 5 OVERVIEW

ENGLISH

5 hours/week

Unit Overviews

Achievement Standard

Receptive modes (listening, reading and viewing)
By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.
Productive modes (speaking, writing and creating)
Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.
Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Semester 1			Semester 2		
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Examining and creating fantasy texts (C2C Unit 1 & 2 Consolidated) In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.	**Examining media texts (C2C Unit 3)** Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.	**Examining characters in animated film (C2C Unit 4)** Students listen to, read, view and interpret a range of animations including film and digital texts. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma. **Year 5 Unit 1 Digital Technologies**	**Appreciating poetry (C2C Unit 5)** Students listen to, read and view a range of poems, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text.	**Responding to poetry (C2C Unit 6)** Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative. Students present a poem of choice from the Australian context.	**Exploring narrative through novels and film (C2C Unit 7 & 8 Consolidated)** In this unit, students listen to, read and view narrative films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel.

MATHEMATICS

4 hours/ week

Unit Overviews

Achievement Standard

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

Semester 1

Students develop understandings of:

Number and place value — explore and identify factors and multiples, revise multiplication and division facts, round and estimate to check the reasonableness of answers, explore mental computation strategies (split and compensate) for multiplication and division, compare and evaluate strategies that are appropriate to different problems**,** solve problems use mental computation strategies and informal recording methods

Fractions and decimals — compare and order unit fractions, create a range of models for fractions, add and subtract fractions with the same denominator, explore hundredths, represent fractions on number lines, make connections between fractional numbers and the place value system, and represent, compare and order decimals

Location and transformation — investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes**,** describe and create transformations using symmetry, represent 3D objects with 2D representations

Patterns and algebra – create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities

Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects.

Geometric reasoning – identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles

Data representation and interpretation — identify different types of data, distinguish between numerical and categorical data, collect primary data, organise data using tables, create dot plots and column graphs, interpret dot plots and column graphs, identify and pose questions to collect different data types, use technology to create representations, explore methods of data representations to construct and interpret data displays, reason involving data. Digital Tools

Chance — identify and describe possible outcomes, describe equally likely outcomes and representing probabilities of outcomes using fractions, conduct a chance experiment, identify and describe possible outcomes, describe equally likely outcomes and represent probabilities of outcomes using fractions

Using units of measurement — investigate time concepts, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

Semester 2

Students develop understandings of:

Number and place value —use an array to multiply one and two-digit numbers, use divisibility rules to divide, adds & subtracts using mental & written strategies including the right-to-left strategy, multiplies whole numbers & divides by a one-digit whole number with & without remainders, solve problems involving computation and apply computation to money problems, multiply and divide using a range of strategies, apply estimation and rounding to estimate answers and check answers, apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation & rounding to check reasonableness, solve problems involving addition subtraction multiplication & division, use efficient mental & written strategies to solve problems.

Fractions and decimals — makes connections between fractions & decimals, apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order & represent decimals, locate decimals on a number line, extend the number system to thousandths & beyond

Patterns and algebra — creates, continues & identifies the rule for patterns involving the addition & subtraction of fractions, use number sentences to find unknown quantities involving multiplication & division

Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans, create simple budgets, calculate with money, identify the GST component of invoices & receipts, make financial decisions

Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes, explore maps & grids, use a grid to describe locations, describe positions using landmarks & directional language

Geometric reasoning — estimate & measure angles, construct angles using a protractor

Using units of measurement — chooses appropriate units for length, area, capacity & mass, measures length, area, capacity & mass, finds perimeter, problem solves & reasons when applying measurement to answer a question, read and represent 24-hour time, convert between 12- and 24-hour time

Chance — order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments

Data representation and interpretation — investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion)

SCIENCE

1.75 hours /week

Achievement Standard

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

Unit Overviews

Term1	Term 2	Term 3	Term 4
Biological Sciences	**Physical Sciences**	**Chemical Sciences**	**Earth & Space Sciences**
Survival in the environment (C2C Unit 1) Students examine the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and data to develop explanations. Students investigate factors that influence how plants and animals survive in extreme environments. This knowledge will be used to create a creature with adaptations that are suitable for survival in a prescribed environment. **Design Technologies Unit 1 - Year 5 Materials and technologies specialisations: Design for nature**	**Now you see it (C2C Unit 3)** Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects; and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and annotated diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives. **Digital Technologies Unit 1 - A-maze-ing digital designs**	**Matter matters (C2C Unit 4)** Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. Students understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.	**Our place in the solar system (C2C Unit 2)** Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected peoples' lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multi-modal texts including recording in data sheets and as a report for popular media.

TECHNOLOGIES

DESIGN & TECHNOLOGIES
1.5 hour/week

Achievement Standard

By the end of Year 6 students describe competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

Unit Overview

Semester 1	Semester 2
Materials and technologies specialisations: Design for nature (C2C Unit 3) 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. They will design a product to meet an identified need or opportunity for wildlife in their local area. They will examine the role of people in a range of technologies occupations and the tools and techniques they use. Students will apply the following processes and production skills: • Investigating by: the analysis of needs and opportunities for designing the analysis of technologies and design features used in wildlife management the testing of tools and techniques with a range of materials • Generating and documenting design ideas for a wildlife management product • Producing a wildlife management product for an identified need • Evaluating design ideas, processes and solutions against negotiated criteria for success • Collaborating as well as working individually throughout the process • Managing by developing project plans that include resources. **Science Year 5 Unit 1 – Survival in the Australian environment**	

DIGITAL TECHNOLOGIES
1.5 hour/week

Achievement Standard

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

Unit Overview

Semester 1	Semester 2
	A-maze-ing digital designs (C2C Unit 1) In this unit students engage in a number of activities, including: • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game. Students will apply a range of skills and processes when creating digital solutions. They will: • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs • plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online. **Science Year 5 Unit 3 – Now You See It**

HUMANITIES & SOCIAL SCIENCES
3 hour/week

Achievement Standard

By the end of Year 5, students describe the significance of people, and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They describe different views on how to respond to current issues or challenges. Students plan an inquiry by developing questions to investigate. They locate, collect and organise relevant data and information from a range of sources, including observations to answer inquiry questions. They analyse sources and information to determine their origin and purpose and to identify different viewpoints. They interpret data and information displayed a range of formats to identify and describe simple distributions, patterns and trends and to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They record and represent data and the location of places and their characteristics in different formats, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. They work with others to generate alternative responses to an issue and reflect on their learning to independently propose action, identifying the possible effects of their proposal. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms, appropriate conventions and graphic and non-graphic representations.

Unit Overviews

Semester 1		Semester 2
Unit 1	**Unit 2**	**Unit 3**
Communities in colonial Australia (1800's) (C2C Unit 3) 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.	**People and the environment (C2C Unit 1)** 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.	**Participating in Australian Communities (C2C Unit 4)** 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.

THE ARTS

0.75 hour/week

Achievement Standard

By the end of Year 6, students explain how ideas are communicated in *artworks they make and to which they respond. They describe characteristics of *artworks from different social, historical and cultural contexts that influence their art making. Students structure *elements and processes of arts subjects to make artworks that communicate meaning. They work collaboratively to *share *artworks for audiences, demonstrating skills and techniques.

Students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They 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. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.

Students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They 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.

Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

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

Unit Overviews

Term 1	Term 2	Term 3	Term 4
Visual Art	**Media Art**	**Drama**	**Dance**
Animal Adaptions (C2C Unit 1) Students focus on representation of animals surviving in a specialised environment. Students will: • explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (sculpture, manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view • plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view • compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. **Science Year 5 Unit 2 - Survival in the Environment**	**Light and shadow (C2C Unit 1)** Students shape time and space to explore representations in media art forms. Students will: • explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community • experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting • explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. **Science Year 5 Unit 1 – Now you see it**	**Plays in Multiple Ways (C2C Unit 3)** Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, play building and scripted drama to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action in drama forms that use more than the human body • rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience • explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts. **Health Year 5 Unit – Multiculturalism**	**Unity through Leadership (C2C Unit 1)** Students make and respond to dance by exploring ways that dance can be used to express leadership messages drawing on stimulus from movement contexts. Students will: • explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in leadership messages • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas about a leadership message • explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts. **HASS Year 5 Unit 3 - Participating in Australian Communities**

Music

0.5 hours/week

Unit Overviews

Term 1	Term 2	Term 3	Term 4
Tuned Percussion (Marimba)	**String (Ukulele)**	**Percussion (Drumming)**	**Ensemble**
Students make and respond to music exploring different genres. Students: • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music • rehearse and perform a piece of music on the Marimba focusing on part work (bass, harmony and melody) • rehearse and perform music by improvising, sourcing and arranging ideas and making decisions to engage an audience • explain how the elements of music communicate meaning by comparing music from a variety sources/eras • develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs	Students make and respond to music, through the exploration of the Ukulele. Students: • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music • develop strumming techniques using four or more chord progressions • rehearse and perform music • explain how the elements of music communicate meaning by reviewing personal and others' performances • explain how the elements of music communicate meaning by comparing music from different social, cultural & historical contexts, including Aboriginal music & Torres Strait Islander music that feature ostinato and body percussion. • develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs	Students make and respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. Students: • consolidate dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion • consolidate technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinatos • rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion • explain how the elements of music communicate meaning by comparing music from different social, cultural & historical contexts.	**Ensemble** Students will perform a set piece of music to engage an audience. Students will: • respond how the elements of music are used to communicate meaning in the music performed • describe how their music making is influenced by music and performances • using aural and expressive skills to review and refine whole class performances, through feedback for a polished performance • perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm)

Term

Personal, social & community health
1 hour/week

Achievement Standard

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health- related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.

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

Unit Overviews

Semester 1 Unit 1	Semester 2 Unit 2
Emotional Interactions (C2C Unit 1) In this unit students review the information they know about establishing and keeping friendships and relationships. They identify the skills needed to establish and maintain relationships. Students use prior knowledge to discuss the differences between friendships and relationship and also interpret the differences between friendships and their peers. Students discuss the factors that influence theirs and others behaviours through discussion and brainstorming activities. They investigate how feelings, emotions and mood can affect their own and others behaviours and responses. Students develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They develop an understanding of bullying and harassment and who to go to for help if they are a victim or witness such behaviours. Finally students discuss their overall emotional health, safety and wellbeing. Students will: • understand what a relationship is • understand the different types of relationships that exist in society • examine the factors that influence our behaviour on a daily basis • examine different points of view and opinions • identify positive and negative interactions amongst their peers and their friendship groups • understand how some negative interactions may lead to bullying and harassment • identify safe and unsafe behaviours • identify strategies to keep themselves healthy, safe and well • understand that there are adults they can use for support when feeling unsafe or uncomfortable. **HASS Unit 1 - Communities in colonial Australia (1800's)**	**Multicultural Australia (C2C Unit 3)** In this unit, students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding. Students will: • explore factors that influence personal and cultural identity. • explore the changes in lifestyle and cultural identity in Australia. • recognise how food choices reflect cultural identity in Australia. • explore how important people in their lives influence behaviours and decisions. • examine how media influences behaviours • conclude that media and important people influence decisions and behaviours. • examine how traditional foods and physical activities contribute to celebrations. • examine how cultural understanding and wellbeing is promoted through community events **Drama Unit 1 – Plays in Multiple Ways**

Movement & Physical Activity
0.5 hours/week

Unit Overviews

Term 1 Swimming	Term 2 Athletics	Term 3 Ball Skills	Term 4 Swimming
Aussie Chomps In this context, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They will also examine the benefits of being fit and physically active and how they relate to swimming. Students will: • continue to develop/ stroke correction of arm, leg and breathing movements to perform recognised swimming strokes • understand how timing and effort affect movements and overall stroke performance • refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge • understand the benefits of being fit and physically active and how they relate to swimming (distance swimming).	**Faster, Stronger, Higher** In this unit students will create an athletic themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations. Students will: • refine fundamental movement skills of running, throwing and jumping • combine fundamental movement skills to form sequences • apply the elements of movement to refine sequences • apply sequences to perform athletic events.	**Basketball (similar to C2C Unit 2)** In this unit students will develop the specialised movement skills identified in the game of basketball. They will explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical. Students will: • practice and apply the object control skills of catching and throwing to basketball • identify strategies to achieve successful basketball outcomes • demonstrate critical and creative thinking to create team strategies • propose and apply defensive and attacking strategies basketball • apply fair play strategies within a team.	**Junior Lifesaver** In this context students will consolidate specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges. Students will: • consolidate swimming strokes • consolidate and demonstrate lifesaving skills of stride entry, treading water and rope rescue in different movement challenges • perform freestyle, backstroke, breaststroke and survival backstroke. • perform lifesaving skills and strategies to solve challenges in lifesaving scenarios. • consolidate reach and throw rescue techniques • consolidate sculling and paddling techniques on a watercraft • develop contact and non-contact wade rescues • develop knowledge of CPR procedure using mannequins • understand the benefits of being fit and physically active and how they relate to swimming (distance swimming).

LANGUAGES	1.5 hours/week	Achievement Standard	**CHINESE**	By the end of Year 6, students use spoken and written Chinese to maintain interactions with familiar and unfamiliar people across a growing range of situations to convey information, opinions and experiences; and to access a range of print and digital media resources. They write characters, paying attention to shape, and stroke order and proportion. They transcribe spoken words and sentences in Pinyin and select simplified characters to match the sounds they hear. They use stress, tone and intonation to express emotion and opinion. They respond to and create a range of short informative, persuasive and imaginative texts for diverse audiences and purposes. They relate their own experiences to those presented in texts. They create sentences that include prepositions and possessives and attributive clauses with particle. They use a range of verbs, and use verb complements to describe the direction, result or potential of an action. They use conjunctions to connect ideas and elaborate on or clarify opinions and actions. They explain how their developing bilingual ability supports their identities as users of Chinese and English. Students explain the nature of Pinyin and apply it to their own speech. They categorise characters into groups based on meaning, appearance, pronunciation or function and apply this information to new characters. They compare the word order of Chinese sentences with that of English, and identify how their knowledge of English impacts on the way they express ideas in Chinese. They describe how the features of Chinese and English texts are used to convey meaning.
			FRENCH	By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives, positive and negative statements, and adverbs. They recognise and use with support verb forms and j'ai + regular forms of past participle, as set phrases. They identify l'imparfait when reading. They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place. Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly used text types, commenting on differences in language features and text structures. They use metalanguage for language explanation and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words and stems of words. Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life. They explain to others French terms and expressions that reflect cultural practices. They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.
			JAPANESE	By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions. They show concern for and interest in others by making enquiries, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji. Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles and prepositions, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective, noun and present/past/negative verb forms. They use counter classifiers in response to questions. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules. They understand and apply the rules and phonetic changes related to counter classifiers. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise.
			MODERN GREEK	By the end of Year 6, students use spoken and written Greek to exchange personal information, describe feelings and express preferences. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions, plan collaboratively, and make suggestions and statements. When interacting, students use key features of pronunciation and intonation, including accents. They obtain and compare information from a variety of texts related to aspects of daily life and events. They present information about their personal world in different formats. They respond to the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language. They use verbs, nouns, adjectives and conjunctions to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated and create bilingual texts for the classroom and school community. They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use. Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations. They identify the impact of Greek on other languages, especially English, and appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks.
			SPANISH	By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions, seek clarification and give advice. When interacting, students use appropriate pronunciation of Spanish-specific sounds and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary. They use regular and common irregular verbs in present tense, simple past tense and near future. Students use pronouns, prepositions, adverbs, agreement of nouns and adjectives and adverbs to mark time and place. They apply rules of punctuation such as question and exclamation marks and accents. They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish' may impact on their own identity. Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships. They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English and words used in Spanish that are borrowed from other languages. They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts.

LANGUAGES		Unit Overviews	Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
			All About Me (C2C unit 1) In this unit, students use language to communicate ideas relating to personal names and personal identity. Students will: • engage with language in texts about popular names • identify meaning in names and the reasons for conventions about family and personal names • listen to people talk about personal identity (age, how many in family, hair/eye colour) and family names • participate in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities) • developing the recognition of the scripts • recognising the differences and similarities of language structures in comparison to Standard Australian English	**Photo Album (C2C Unit 2)** In this unit, students use language to communicate ideas about their family in a picture book. Students will: • engage with a range of texts (examples, family trees, letters/emails/texting about people's characteristics (hair/eye colour, qualities/personalities) • create connected texts using descriptive language (e.g. blue eyes) • describe an event(birthdays, Name Days), what people see, what people do, and make connections to their own feelings • participate in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities) • developing the recognition of the scripts • recognising the differences and similarities of language structures in comparison to Standard Australian English	**My Personal Space (C2C Unit 3)** In this unit, students will explore the concept of personal spaces, within their home environment and the target country. Students will: • engage with language in texts about different places in which children feel comfortable • listen to people talk about their favourite places • create texts about personal spaces • participate in intercultural experiences to notice, compare and reflect on language and culture.	**Coming Together** In this unit, students use language to communicate ideas relating to themselves, their family, their homes as well as likes and dislikes through a board game. Students will: • participate in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities) • recognising the differences and similarities of language structures in comparison to Standard Australian English • Use descriptive and expressive language to share ideas and experiences about playing a board game • how and what children play and the language and behaviours associated with play (up, down, roll, throw, move, toss, turn, forward, back)