2025 CURRICULUM AND ASSESSMENT PLAN

Year Five

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	***Imaginative text focus*** **Exploring character relationships (U1)** Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings. Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose. Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. Students compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view. Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features. They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings.	***Informative text focus*** **Engaging with information reports (U2)** Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts. Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas. Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included. Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words.	***Persuasive text focus*** **Persuading others (U3)** Students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work. Students, read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning. Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience. Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace.	***Imaginative text focus*** **Completing a novel study (U4)** Through a novel study, students explore themes of interpersonal relationships and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters. Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view. Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions.
	Assessment	**Assessment 1.1 – speaking and listening** **Presentation – podcast** Students share and expand on ideas and opinions about a literary text for an audience.	**Assessment 2.1 – reading and viewing** **Short response – written** Students read, view and comprehend an informative text **Assessment 2.2 – Writing and creating informative texts** **Extended response – written and multimodal** Students create a written and multimodal informative text for an audience.	**Assessment 3.1 – speaking and listening** **Performance/Presentation** Students share and expand on ideas and opinions about a literary text for an audience.	**Assessment 4.1 – reading and viewing** **Short response – written** Students read, view and comprehend an imaginative text **Assessment 2.2 – Writing and creating informative texts** **Extended response – written and multimodal** Students create a written narrative including a supporting image.

MATHEMATICS	CURRICULUM KNOWLEDGE	Students further develop proficiency and positive dispositions towards mathematics and its use as they: **Number** • use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals • use materials, diagrams or arrays to become efficient with multiplication facts **Space** • locate and move positions within a grid coordinate system to pinpoint specific locations • recognise what stays the same and what changes when shapes undergo transformations • use physical materials and dynamic geometric software to perform transformations **Statistics** • plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: **Number** • use physical and virtual materials to experiment with factors and multiples • use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division • build fluency and understanding of multiplication facts. • develop efficient strategies to multiply and divide • use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached • use estimation strategies to check the reasonableness of calculations when solving problems **Measurement** • apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: **Number** • use common percentages to make proportional comparisons of quantities in everyday contexts • apply understanding of fractions to compare and order them, and solve problems involving addition and subtraction of fractions with the same or related denominators • use mathematical modelling to solve practical problems using natural numbers and operations, and report on insights and conclusions • apply an understanding of relationships between objects and two-dimensional nets by constructing a variety of objects **Measurement and Space** • solve practical problems involving perimeter and area of regular and irregular spaces using appropriate metric units • decide on the appropriate unit when measuring length, mass and capacity of objects • use appropriate instruments such as protractors and digital tools to construct and measure angles in degrees.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: **Number** • use place value to order decimals • use algorithms and digital tools to experiment with factors and multiples to identify and explain patterns • use multiplication facts and efficient calculation strategies to build fluency in multiplying large numbers by one and two-digit numbers and divide by single digit numbers • find unknowns in numerical equations involving multiplication and division using materials, diagrams, number sentences and arrays **Probability** • develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring.
	ASSESSMENT	**Summative assessment** **Assessment 1.1 – Space** Students perform and describe transformation of shapes, identify symmetries and use grid coordinates**.** **Assessment 1.2 – Statistics and statistical investigations** Students plan and conduct statistical investigations to collect, represent and interpret data.	**Summative assessment** **Assessment 2.1 – Number and mathematical modelling** Students find unknowns in equations involving multiplication and division, and check the reasonableness of calculations. Students use mathematical modelling to plan a fundraising activity to make a profit. **Assessment 2.2 – Measurement (time)** Students convert between 12-hour and 24-hour time.	**Summative assessment** **Assessment 3.1 – Number: Connecting decimals, fractions and percentages and using mathematical modelling to solve a problem** Students add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents. Students use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations. **Assessment 3.2 – Measurement and space: Connecting objects to nets and measuring length, mass, capacity, perimeter and area** Students connect objects to their nets. Students choose and use appropriate metric units to measure length, mass and capacity. Students solve problems involving perimeter and area**.**	**Summative assessment** **Assessment 4.1 – Number, algebra and computational thinking** Students write and order decimals and create and use algorithms to explain patterns in factors and multiples of numbers. **Assessment 4.2 – Probability and probability experiments and simulations** Students conduct repeated chance experiments, estimate likelihoods and compare likely and unequally likely outcomes to solve a problem.

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES

TECHNOLOGIES	CURRICULUM KNOWLEDGE	**Unit 1: A-maze-ing digital designs**
		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.
		•
			Unit 3: Design for nature
			Materials and technologies specialisations
			In this unit, students investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They design a product to meet an identified need or opportunity for wildlife in their local area.
			They explore the role of people in a range of technologies occupations and the tools and techniques they use.
			Students apply the following processes and production skills:
			• investigating by:
			  ○ analysing needs and opportunities for designing
			  ○ analysing technologies and design features used in wildlife management
			  ○ testing tools and techniques with a range of materials
			• generating and documenting design ideas for a wildlife management product
			• producing and implementing 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.

	ASSESSMENT	**Summative assessment** <u>Part A:</u> Explain how digital systems connect together to form a network <u>Part B:</u> Create a maze game using visual programming Students describe digital systems and their components and explain how digital systems connect together to form a network. To create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.	**Summative assessment** Students design a product to meet an identified need or opportunity for wildlife in their local area – i.e. insect hotel or bird house etc.

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	**Unit 2: Our place in the solar system** Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.	**Unit 4: Matter matters** Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.	**Unit 1: Survival in the environment** Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.	**Unit 3: Now you see it** Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.
	ASSESSMENT	**Summative assessment** *Exploring the solar system* – Students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.	**Summative assessment** *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. They communicate ideas and findings using multimodal texts.	**Summative assessment** *Creating a creature* – Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.	**Summative assessment** *Exploring the transfer of light* – Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They 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.
HASS	CURRICULUM KNOWLEDGE	**Unit 1: 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.	**Unit 2: 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.	**Unit 3: 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.	**Unit 4: 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.
	ASSESSMENT	**Summative assessment** Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.	**Summative assessment** Students identify how legal and environmental issues in Australian communities can be managed.	**Summative assessment** Students conduct an inquiry to answer the inquiry question, *'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?*'	**Summative assessment** What is democracy? What values and processes are important in the Australian democracy? What is democracy and why is it important? How and why do people participate in groups to achieve shared goals?

		SEMESTER ONE	SEMESTER TWO
		Media Arts	**Drama**
THE ARTS	CURRICULUM KNOWLEDGE	**Unit 1: Light and shadow** In this unit, 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.	**Unit 2: My hero** In this unit, students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus. • Students will: explore dramatic action, empathy and space in improvisations, play building and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories (including those of Europe and North America) and engage an audience • explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts in Europe and North America.
	ASSESSMENT	**Summative assessment** Students explore how documentary techniques are used to portray stories, ideas and points of view of people in the community.	**Summative assessment** Students devise, perform and respond to drama based on the style of melodrama.
		Music	
	CURRICULUM KNOWLEDGE	Students read, write and perform with simple and compound time rhythms and solfa (do, re, mi, so and la). Students continue to develop an understanding of staff notation including time signatures and read notes from the staff. They will develop their part work skills through performing body percussion accompaniments. They sing, play tuned percussion instruments (xylophones) and respond to music they make and hear.	**Ukulele** Students continue to develop their in-tune singing voices through singing limited range, simple songs and the use of solfa, hand signs, singing and beat passing games. Students develop an understanding of chords and learn to play the ukulele (C F G7/G Am). Students will listen to various styles of music using the elements of music to analyse describe and compare music across cultures, times and places.
	ASSESSMENT	**Summative assessment** • sing a song and perform a cup passing, percussion accompaniment. (Tideo Cup Song) • compose and perform a percussion accompaniment to a song (cup passing) in binary form sing a song while performing a body percussion accompaniment • perform a known song on xylophone (Rocky Mountain) with lyrics, solfa and hand signs, rhythm names and melodic notes • derive simple and more complex abstract rhythmic patterns they hear. (Rhythmic Dictation)	**Summative assessment** • Create and write their own lyrical verse for Kookaburra or Row Row and then sing in tune while strumming C chord on the ukulele • Perform a simple, two chord song on ukulele using the chords C and F while singing. (Miss Mary Mac/London Bridge). • Choose an ostinato pattern from “My Paddles Keen and bright” and play against the song being sung in-tune and played on the ukulele with matching tempo Use the elements of music to describe music they listen to by comparing, analysing and describing

		Dance	
	CURRICULUM KNOWLEDGE	**Fundamental and Technical Skills, Elements of Dance, Choreographic Devices** Students will develop knowledge and understanding of their bodies and how they can be utilised to perform and produce movement. They have the opportunity to develop their gross motor movements including body control, accuracy, alignment, strength, balance and coordination. Students will continue to refine dance technique and flexibility ensuring they are implementing safe dance practices. They will perform a choreographed dance in front of a live audience and will reflect on their performance and rehearsal practices. Students will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance. Students will be given the opportunity to explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning. They will discuss how elements of dance and production and choreographic devices/choices can be used to represent a mood or storyline including exploration of Aboriginal and Torres Strait Islander dance.	
	ASSESSMENT	**Summative assessment** Students: • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • understand that there are many ways to express themselves in Dance. • respond to dance works from a range of contexts • reflect on their own dance making • work together to imagine ideas and create movement • Use choreographic devices **Term 1 Assessment:** Technical skills and Elements of Dance **Term 2 Assessment:** Choreographic Devices	

		SEMESTER ONE		SEMESTER TWO	
JAPANESE	CURRICULUM KNOWLEDGE	**Unit 1: What's in a name?** In this unit students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally- appropriate manner. Students will: • discuss names, nicknames and surnames • analyse and organise information into key ideas and supporting details • create texts about self-identity • recognise and understand blended sounds and exceptions to phonetic rules when speaking • participate in intercultural experiences to notice, compare and reflect on language and culture.	**Unit 4: How do we Play?** Students explore the concept of play and use language to communicate ideas relating to play, group interactions and belonging. Student will: • use descriptive and expressive language to share ideas and experiences about play • engage with a range of texts about play around the world • create and translate texts about play • reflect on similarities and differences in how and what children play and the language and behaviours associated with play.	**Unit 3: What are personal spaces?** 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 children's favourite places to spend time • listen to children talk about the places in which they feel comfortable • create texts about personal spaces • participate in intercultural experiences to notice, compare and reflect on language and culture.	**Unit 2: Fantastic facts** In this unit, students explore different regions in Japan and describe places and culturl items and events Students will: • engage with a range of texts about different places around Japan explore the geography of Japan • use a range of language to describe various cultural items and events • analyse and understand the systems of language relating to script recognition and Japanese sentence structure participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community
	ASSESSMENT	**Summative assessment** **Comprehension - Listening** Students locate specific information in a spoken text. Students identify behaviours and values associated with Japanese society.	**Summative assessment** **Composition - Writing** Students create connected texts of a few sentences, identifying words from other languages used in Japanese.	**Summative assessment** **Comprehension - Reading** Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They understand the rules and phonetic changes related to counter classifiers.	**Summative assessment** **Composition – Speaking-Writing** Students describe places and cultural items and events using adjectives, time- related vocabulary and appropriate verb forms.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	**Valuing diversity to positively influence wellbeing (FLSS U1)** Students will explore how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding, They will identify strategies to help others understand points of view that differ from their own and explore ways to create safe and inclusive schools.		**Emotions (FLSS U2)** Students explore how emotions behaviours. They examine, how emotions vary according to different situations and discuss factors that influence how people interact, including how inappropriate emotional responses impact relationships.	**Who influences me? (FLSS U3)** Students will explore the influence of people and places on their identity. They will identify personal qualities that contribute to identity and examine how peers influence the way individuals interact and the choices they make.
	ASSESSMENT	**Summative assessment** Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.		**Summative assessment** Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact.	**Summative assessment** Students explain the influence of people and places on identities.

		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	**Soccer/Futsal** Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges in futsal games and activities. Students demonstrate fair play and skills to work collaboratively to solve movement challenges in futsal games.	**Athletics** Students apply the elements of movement when composing and performing movement sequences in athletic events (running, jumping, throwing). Students demonstrate fair play and skills to work collaboratively to solve movement challenges.	**Volleyball** Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenge in volleyball games and activities. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.	**Tennis** Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges in Tennis games and activities. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.
	ASSESSMENT	**Summative assessment** Demonstrate fair play and skills to work collaboratively to solve movement challenges. Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.	**Summative assessment** Apply the elements of movement when composing and performing movement sequences. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.	**Summative assessment** Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.	**Summative assessment** Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.