	Achievement Standard	Teaching and Learning	Assessment
English	**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. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. **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 imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.	**Explore:** • Find out more about the devices author's use to build imagery, emotional connections and initial engagement to a fantasy story. • Explore and engage with a variety of first chapters in a range of fantasy texts **Inquire into:** • Tune into what fantasy looks like, feels like, and sounds like. • Investigate the elements needed to write a first chapter for a fantasy text	 **Creating the first chapter for a fantasy text** **Purpose of assessment:** To write the first chapter of a fantasy story, creating a 'good' and 'evil' character and establishing a setting.
Math	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	**Data representation and interpretation** - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data	**Solving simple multiplication, division and fraction problems** **Purpose of assessment:** To solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. To locate, represent, compare and order fractions and add and subtract fractions with the same denominator.

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.

Number and place value - make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems, make generalisations

Fractions and decimals - use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator,

Chance - identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game

Measurement - investigate time concepts and the measurement of time, 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

Digging into Data

Purpose of the Assessment: To classify and interpret data and pose questions to gather data

Investigating Chance Experiments

Purpose of Assessment: To use simple strategies to reason and solve chance inquiry questions.

Science	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.	**Inquiry:** 🌑 Explore the transfer of light through experimentation 🌑 Find out about the use of light and its importance to the community	**An Inquiry: Now you see it – exploring the transfer of light** **Purpose of the assessment:** To investigate the phenomena associated with the transfer of light.
HASS	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 experiences of different 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 identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They 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 describe different views on how to respond to an issue or challenge. Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They 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. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They 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. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.	**Investigate:** 🌑 Tune into the most common natural disasters in Australia 🌑 Find out how bushfires and floods impact communities and surrounding environment 🌑 Sort out the processes and procedures for mitigating the impact of bushfires and flooding	**An Inquiry: Explore the impact of bushfires and floods** **Purpose of the Assessment:** To investigate how the impact of bushfires or floods on people and places can be reduced.

The Arts	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.	**Explore:** - Revise known rhythms and exploring the notes of the treble clef. - Working on writing bar lines in two, three and four metre and identifying various simple time signatures in know repertoire. - Learning new songs with a limited range and analysing known repertoire.	**Assessed in term 2**
HPE	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 support 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.	**Explore:** - Tune into recognising that emotions and behaviours influence how people interact. - Explore that relationships are established and maintained by applying skills - Investigate practices that keep themselves and others safe and well. - Develop specialised evasion, throwing and catching skills. - Solve movement challenges while attacking and defending in gameplay. - Demonstrates collaboration with teammates on and off the field.	**Explore: Emotional interactions** **Purpose of the Assessment:** To recognise the influence of emotions on behaviours and discuss factors that influence how people interact. To describe their own and others' contributions to health, safety and wellbeing and to demonstrate skills to work collaboratively. **Practical** **Purpose of Assessment:** Students will perform specialised movement skills (running, jumping and throwing) through various athletic events. Students will modify the elements of effort, time, space and objects and apply the elements of movement when composing and performing movement sequences in order to improve performance/result in high jump.

Technology	By the end of Year 4, students describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs. They describe features of technologies that influence design decisions and how a range of digital systems can be used. Students outline and define needs, opportunities or problems. They collect, manipulate and interpret data from a range of sources to support decisions. Students generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms. They plan a sequence of steps (algorithms) to create solutions, including visual programs. Students plan and safely produce designed solutions for each of the prescribed technologies contexts. They use identified criteria for success, including sustainability considerations, to judge the suitability of their ideas, solutions and processes. Students use agreed protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.	• Creating and responding in context of the other learning areas, incorporating design and digital technologies.	**Assessed – Semester 1**
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 (For example, Est-ce que je peux …? Tu peux.…. ?), 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 (such as et, mais, parce que, plus tard, maintenant), positive and negative statements (such as j'ai trois amis, je n'ai plus d'amis), and adverbs such as très, aussi, beaucoup, un peu and lentement. They recognise and use with support verb forms such as le futur proche (je vais + l'infinitif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They identify l'imparfait when reading (for example, c'était, il était). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant, après, devant, derrière). 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 (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, préparer, préparation; le marché, le supermarché, l'hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit, bonne fête). 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.	**Explore and investigate:** • Tune into and engage with a range of texts about personal identity • Create connected texts using descriptive language • Investigate and use a range of language to communicate ideas relating to personal names and personal identity • Participate in intercultural experience to notice, compare and reflect on language and culture	**What's in a name?** **Purpose of Assessment:** To listen to and view a text in French and respond to questions. To write a text in French.