Year 5 Curriculum and Assessment Plan 2019

Our Belief: **Every student, every classroom, every day**

We develop fine, caring and principled citizens who are literate, numerate and curious. Our students acquire useful and important bodies of knowledge and a broad repertoire of learning strategies and assets that will serve them throughout their lives.

LITERATE, NUMERATE & CURIOUS

High expectations & authentic relationships

Communication, Collaboration, Courageous, Inquirers, Thinkers, Self-Managers

CURRICULUM OVERVIEW

YEAR 5 - ENGLISH

	Semester 1			Semester 2	
	Poetry	**Examining and creating fantasy texts**	**Persuasive texts**	**Exploring narrative through novels and film**	**Examining Information texts**
ACHIEVEMENT STANDARD (AC)	**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.				
ENGLISH	Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how the poet has constructed text structures and language features for specific purposes and effects.	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.	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.	Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.	Students listen to, read, view and interpret a range of informational texts, including articles, books, websites to …..
ASSESSMENT	**Poetry analysis** *Informative response – written* Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.	**Imaginative response** *Imaginative response – written* Students write the first chapter of a fantasy novel, creating a ‘good’ and ‘evil’ character, and establish setting.	**Comprehend a feature article** *Exam/Test* Students interpret and analyse information from a feature article. **Unit 2: Multimodal feature article** *Poster/multimodal presentation* Students select information and create a multimodal feature article that presents a particular point of view about an issue. NAPLAN	**Written comparison** *Written* Students write a comparison of a novel and its film adaptation and state a preference.	**Multimodal Presentation** *Multimodal presentation* Students select information and create an information report based upon Animal Adaptations.

YEAR 5 – MATHEMATICS

ACHIEVEMENT STANDARD (AC)

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.

MATHS

Students develop understandings of:

- **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 division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations
- **Fractions and decimals** — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator.
- **Using units of measurement** — investigate time concepts and the measurement of time, read & represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles.
- **Chance** — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game.
- **Data representation and interpretation** — build an understanding of data, develop the skill of defining numerical & 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.

Number Fact Focus:

- 11/12 divides
- Square number facts

Students develop understandings of:

- **Number and place value** — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples.
- **Fractions and decimals** — make connections between fractional numbers and the place value system and represent, compare and order decimals.
- **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, represent 3D objects with 2D representations.
- **Location and transformation** — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes.
- **Geometric reasoning** — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles.
- **Data representation and interpretation** — explore methods of data representations to construct & interpret data displays, reason with data.

Number Fact Focus:

Students develop understandings of:

- **Number and place value** — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using metal and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders
- **Fractions and decimals** — makes connections between fractions and decimals, compares and orders decimals.
- **Money and financial mathematics** — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.
- **Patterns and algebra** — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division
- **Using units of measurement** — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question.
- **Location and transformation** — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs & enlarge shapes.

Number Fact Focus:

Students develop understandings of:

- **Number and place value** — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems.
- **Fractions and decimals** — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond.
- **Money and financial mathematics** — create simple budgets, calculate with money, identify the GST component of invoices and receipts, and make financial decisions.
- **Using units of measurement** — read and represent 24-hour time, convert between 12- and 24-hour time.
- **Location and transformation** — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language.
- **Geometric reasoning —** estimate and measure angles, construct angles using a protractor.
- **Chance** — list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments.
- **Data representation and interpretation** — explore types of data, 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).

ASSESSMENT	**Unit 1: Interpreting data and posing questions to collect data** Written Students classify and interpret data and pose questions to gather data. **Unit 1: Solving simple multiplication, division and fraction problems** *Short answer questions* Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator. **Unit 1: Investigating chance experiments** *Assignment/Project* Students use simple strategies to reason and solve a chance inquiry question.	**Unit 2: Applying shape, angle and transformation concepts** Written Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. **Unit 2: Investigating data and constructing data displays** *Assignment/Project* Students use simple strategies to reason and solve a data inquiry question.	**Unit 3: Continuing patterns, calculating with money and numbers** *Short answer questions* Students continue patterns by adding and subtracting fractions and decimals, identify, and explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. **Unit 3: Calculating measurements** ***Short answer questions*** Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles. **Unit 3: Investigating the size of an object** *(optional)* *Assignment/Project* Students use simple strategies to reason and solve a measurement inquiry question.	**Unit 4: Describing chance and probability** *Short answer questions* Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes. **Unit 4: Calculating time and identifying factors and multiples** *Short answer questions* Students convert between 12 and 24-hour time. They identify and describe factors and multiples of whole numbers. **Unit 4: Investigating with measurement and mapping** *(optional)* *Assignment/Project* Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.

YEAR 5 – SCIENCE

ACHIEVEMENT STANDARD (AC)	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.

SCIENCE	**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 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 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, represent data, 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.	**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.
ASSESSMENT	**Unit 4: Investigating evaporation and explaining solids, liquids and gases** *Experimental Investigation* Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.	**Unit 2: Exploring the solar system** *Multimodal presentation* 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.	**Unit 3: Exploring the transfer of light** *Experimental investigation* Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss 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.	**Unit 1: Creating a creature** *Multimodal presentation* 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.

YEAR 5 – HASS

ACHIEVEMENT STANDARD (AC)	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.			
HASS	**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 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	**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
ASSESSMENT	***Assessment task*** To investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. The assessment will gather evidence of the student's ability to: • explain the characteristics of places in different locations at local to national scales • identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments • interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence • sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	***Assessment task*** To describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia. The assessment will gather evidence of the student's ability to: • describe the significance of people and events/developments in bringing about change • identify the causes and effects of change on particular communities • describe aspects of the past that have remained the same • describe the experiences of different people in the past • examine sources to determine their purpose and to identify different viewpoints • sequence information about events and the lives of individuals in chronological order using timelines • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	***Assessment task*** To investigate democratic values and processes in the school community. The assessment will gather evidence of the student's ability to: • identify the importance of values and processes to Australia's democracy • describe different views on how to respond to an issue or challenge • identify different viewpoints • generate alternative responses to an issue or challenge • reflect on their learning to independently propose action, describing the possible effects of their proposed action • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	***Assessment task*** To identify how legal and environmental issues in Australian communities can be managed. The assessment will gather evidence of the student's ability to: • describe the roles of different people in Australia's legal system • identify the effects of these interconnections on the characteristics of places and environments • locate and collect data and information from a range of sources to answer inquiry questions • interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships • independently propose action, describing the possible effects of their proposed action • present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions

YEAR 5 – DESIGN TECHNOLOGY

ACHIEVEMENT STANDARD (AC)	**Years 5 and 6** 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.	

TECHNOLOGY		**Unit 3: Design for nature**
		Materials and technologies specialisations
		In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. 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.
		Suggested partner unit:
		Science Year 5 Unit 1 – Survival in the Australian environment

ASSESSMENT		*Portfolio* Students design and make a product that supports wildlife to coexist in the school environment. Assessment will gather evidence of student's ability to: • Describe competing factors in the design of products and environments. • Describe how technologies contribute to the future of wildlife. • Explain how materials and technologies influence designed solutions. • Identify needs and opportunities. • Generate and communicate ideas using appropriate methods. • Select and use appropriate resources to safely make a product. • Develop production plans identifying technologies processes. Suggest criteria for success and use to evaluate ideas and product.

YEAR 5 – THE ARTS

ACHIEVEMENT STANDARD (AC)	**Years 5 and 6 - Dance** By the end of Year 6, 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. **Media Arts** By the end of Year 6, 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.	
THE ARTS	**Unit 1: Symmetry and dance** In this, unit students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme (meaning). Students will: • explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations • 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 an adventure story • 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	**Unit 3: Music Video** In this unit, students explore music video styling, concepts and production processes from ideation to creation. Students will: • explore representations and characterisations of people in music videos and how point of view is controlled by creators of music videos through story principles and genre conventions • 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
ASSESSMENT	Assessment will gather evidence of the student's ability to: • explain how the elements of dance, choreographic devices and production elements communicate meaning about symmetry through dances they make, perform and view • describe characteristics of dances from different social, historical and cultural contexts that represent symmetry and influence their dance making • structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that express adventure stories • work collaboratively to perform dances for audiences that express adventure stories, demonstrating technical and expressive skills	Assessment will gather evidence of the student's ability to: • explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share • explain how points of view, ideas and stories are shaped and portrayed in media artworks they view • explain the purposes and audiences for media artworks made in different cultures, times and places • work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting

YEAR 5 – HEALTH AND PHYSICAL EDUCATION

ACHIEVEMENT STANDARD (AC)	**Years 5 and 6** 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, 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.	
HEALTH & PHYSICAL EDUCATION	**Unit 1: Emotional interactions** Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well. Students: • recognise that there are different types of relationships that exist in society • understand that relationships are established and maintained by applying skills • examine different types of interactions • examine varying emotional responses and the impact they have on behaviour and relationships • explore and practise ways to interact with others in different and challenging situations • identify roles and responsibilities and examine how these impact on relationships • 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	**Unit 2: Healthy habits** In this, unit students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.
ASSESSMENT	**Project/assignment** Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others. They present a group role-play. The assessment will gather evidence of the student's ability to: • recognise the influence of emotions on behaviours and discuss factors that influence how people interact • describe their own and others' contributions to health, physical activity, safety and wellbeing • demonstrate skills to work collaboratively	**Collection of work** Students describe their own and others' contributions to health and wellbeing. They access and interpret health information, and apply problem-solving skills to enhance their own and others' health and wellbeing.