Content for Year 5 - Learning area content descriptions

English						
LANGUAGE	**Language variation and change** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	**Language for social interactions** Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)	**Evaluative language** Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	**Purpose audience and structures of different types of texts** Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	**Text cohesion** Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	**Punctuation** Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)	**Concepts of print and screen** Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)
	Sentences and clause-level grammar Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)	**Word-level grammar** Understand how noun groups/ phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)	**Visual language** Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)	**Vocabulary** Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	**Alphabet and phonic knowledge** Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)	**Spelling** Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513) Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)
LITERATURE	**How texts reflect the context of culture and situation in which they are created** Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	**Personal responses to the ideas, characters and viewpoints in texts** Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	**Expressing preferences and evaluating texts** Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	**Features of literary texts** Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	**Language devices in literary texts, including figurative language** Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	**Creating literary texts** Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	**Experimentation and adaptation** Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
LITERACY	**Texts and the contexts in which they are used** Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)	**Listening and speaking interactions** Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)	**Listening and speaking interactions** Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	**Oral presentations** Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	**Purpose and audience** Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	**Reading processes** Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	**Comprehension strategies** Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)
	Creating texts Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	**Editing** Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	**Handwriting** Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	**Use of software** Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)			

Mathematics

	Understanding	Fluency	Problem Solving	Reasoning	
Proficiency Strands	Includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations	Includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables	Includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles	Includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results	*The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.*

	Number and place value		**Fractions and decimals**	**Money and financial mathematics**	**Patterns and algebra**
NUMBER AND ALGEBRA	Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098) Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099) Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101) Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)		Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103) Recognise that the place value system can be extended beyond hundredths (ACMNA104) Compare, order and represent decimals (ACMNA105)	Create simple financial plans (ACMNA106)	Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107) Find unknown quantities in number sentences involving multiplication and division. Identify equivalent number sentences involving multiplication and division (ACMNA121)
MEASUREMENT AND GEOMETRY	**Using units of measurement** Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108) Calculate perimeter and area of rectangles using familiar metric units (ACMMG109) Compare 12- and 24-hour time systems and convert between them (ACMMG110)	**Shape** Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111)	**Location and transformation** Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113) Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries (ACMMG114) Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (ACMMG115)		**Geometric reasoning** Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112)
STATISTICS AND PROBABILITY	**Chance** List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116) Recognise that probabilities range from 0 to 1 (ACMSP117)		**Data representation and interpretation** Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) Describe and interpret different data sets in context (ACMSP120)		

Science

	Biological sciences	**Chemical sciences**	**Earth and space sciences**	**Physical sciences**	
SCIENCE UNDERSTANDING	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)	Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)	The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)	Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)	
SCIENCE AS A HUMAN ENDEAVOUR Y 5-6	**Nature and development of science** Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081)			**Use and influence of science** Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)	
SCIENCE INQUIRY SKILLS Y 5-6	**Questioning and predicting** With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS231)	**Planning and conducting** Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS086) Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSIS087)	**Processing and analysing data and information** Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS090) Compare data with predictions and use as evidence in developing explanations (ACSIS218)	**Evaluating** Reflect on and suggest improvements to scientific investigations (ACSIS091)	**Communicating** Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093)

Humanities and Social Sciences

	History	Geography	Civics and citizenship	Economics and business
KNOWLEDGE AND UNDERSTANDING	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106) The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants and how the environment changed (including Aboriginal and Torres Strait Islander Peoples) (ACHASSK107) The impact of a significant development or event on an Australian colony (ACHASSK108) The role that a significant individual or group played in shaping a colony (ACHASSK110)	The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111) The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112) The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113) The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)	The key values that underpin Australia's democracy and how it is based on the Westminster system (ACHASSK115) The key features of the electoral process in Australia (ACHASSK116) Why regulations and laws are enforced and the personnel involved (ACHASSK117) How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)	The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHASSK120) Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)

	Questioning	Researching	Analysing	Evaluating and reflecting	Communicating
INQUIRY AND SKILLS Y 5-6	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122)	Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123) Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096, ACHASSI124) Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097, ACHASSI125)	Examine primary and secondary sources to determine their origin and purpose (ACHASSI098, ACHASSI126) Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127) Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100, ACHASSI128)	Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129) Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130) Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131) Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104, ACHASSI132)	Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105, ACHASSI133)

The Arts

	DANCE Y 5-6	DRAMA Y 5-6	MEDIA ARTS Y 5-6	MUSIC Y 5-6	VISUAL ARTS Y 5-6
Exploring ideas and improvising with ways to represent ideas	Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009)	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)
Developing understanding of practices	Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)	Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036)	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)	Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089)	Develop and apply techniques and processes when making their artworks (ACAVAM115)
Sharing artworks through performance, presentation or display	Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011)	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 and engage an audience (ACADRM037)	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)	Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)
Responding to and interpreting artworks	Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)	Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)	Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)	Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)

Technologies

	DIGITAL TECHNOLOGIES Y 5-6	DESIGN AND TECHNOLOGIES Y 5-6
KNOWLEDGE AND UNDERSTANDING	Examine the main components of common digital systems and how they may connect together to form networks to transmit data (ACTDIK014) Examine how whole numbers are used to represent all data in digital systems (ACTDIK015)	Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019) Investigate how electrical energy can control movement, sound or light in a designed product or system (ACTDEK020) Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021) Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)
PROCESSES AND PRODUCTION SKILLS	Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016) Define problems in terms of data and functional requirements drawing on previously solved problems (ACTDIP017) Design a user interface for a digital system (ACTDIP018) Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition) (ACTDIP019) Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input (ACTDIP020) Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021) Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024) Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025) Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026) Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027) Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)

Health and Physical Education

PERSONAL, SOCIAL AND COMMUNITY HEALTH Y 5-6	**Being healthy, safe and active sub-strand** Examine how identities are influenced by people and places (ACPPS051) Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052) Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	**Communicating and interacting for health and wellbeing sub-strand** Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056) Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	**Contributing to health and active communities sub-strand** Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)
MOVEMENT AND PHYSICAL ACTIVITY Y 5-6	**Moving our body sub-strand** Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061) Propose and apply movement concepts and strategies with and without equipment (ACPMP063)	**Understanding movement sub-strand** Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064) Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMP065) Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding (ACPMP066)	**Learning through movement sub-strand** Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068) Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMP069)

Languages

	See www.australiancurriculum.edu.au for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages