

Information for parents

# THE AUSTRALIAN CURRICULUM – YEARS 5 AND 6



Foundation

Years 1–2

Years 3–4

**Years 5–6**

Years 7–8

Years 9–10

## THE AUSTRALIAN CURRICULUM

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas.

The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

For more information, see our fact sheet: *The Australian Curriculum – an overview for parents.*



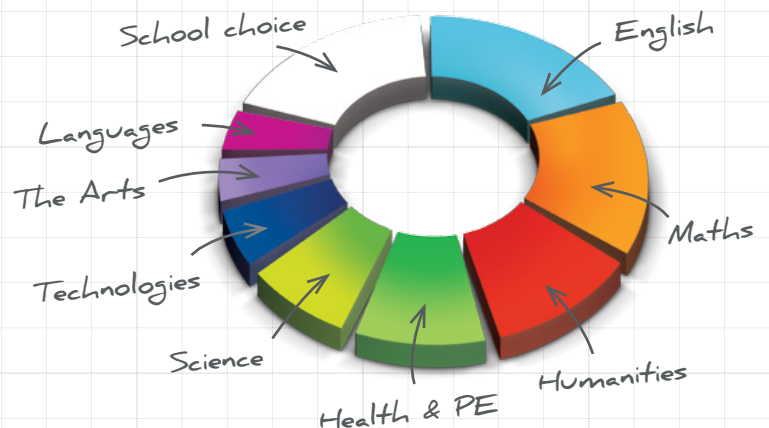
## YEARS 5 AND 6



In Years 5 and 6, students develop an ability to take positive actions for their wellbeing; they relate to others and communicate well with others; they ask challenging questions and seek answers; they make informed decisions and act responsibly.

The development of information and communication technology skills increases across the curriculum at this level.

### Years 5-6 Learning Areas



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## English

Students read and compare complex texts, for enjoyment and learning, and can express their thoughts and opinions about what they have read. They can write a wide variety of well-constructed texts such as reviews, reports and narratives. Students develop skills to communicate with others in most settings. They can transfer the literacy skills developed in English to other subjects.

### Typically, students will:

- ▶ analyse and explain how authors organise their texts
- ▶ select vocabulary to represent ideas, characters and events
- ▶ compare and analyse information in different texts
- ▶ use evidence from a text to explain their response to it
- ▶ using electronic devices, create detailed texts about a range of topics, including topics they have been studying
- ▶ demonstrate understanding of grammar, including the ability to write complex sentences
- ▶ develop an expanding vocabulary
- ▶ use accurate spelling and punctuation
- ▶ use speaking strategies including questioning, clarifying and rephrasing to contribute to class discussions.

## Mathematics

Students extend their knowledge of the key areas of mathematics, particularly of fractions and decimals. They increasingly use models, pictures and symbols to represent and communicate mathematical ideas.

### Typically, students will:

- ▶ place positive and negative numbers on a number line
- ▶ add and subtract fractions and decimals
- ▶ compare and interpret statistical graphs
- ▶ convert between 12- and 24-hour time and interpret timetables
- ▶ continue and create sequences, involving whole numbers, fractions and decimals, and describe rules
- ▶ measure length, area, volume, capacity and mass, and calculate perimeter and area of rectangles
- ▶ list outcomes of chance experiments
- ▶ apply fractions, decimals, percentages, angles and measurements to solve problems
- ▶ explain mental strategies for calculations
- ▶ pose appropriate questions for statistical investigations.



## Health and Physical Education

Students become even more connected with their peers and the world around them. They learn what influences them, how relationships change over time and how to promote health. They develop more complex movement skills.

### Typically, students will:

- ▶ learn skills for coping with puberty
- ▶ learn skills to establish and manage respectful relationships, including dealing with friendships
- ▶ understand how media and important people in their lives influence them
- ▶ experience and learn about roles and responsibilities in teams
- ▶ develop their ability to participate in outdoor activities and learn how this can support wellbeing
- ▶ learn how to find out places they can get reliable information or help about health, safety and wellbeing
- ▶ develop more specialised skills for games, sports and other physical activities, and play games from their own and other cultures.

## Humanities and Social Sciences

Students draw on their growing experience of the wider world and use concrete information sources to learn about history, geography, civics and citizenship, and economics and business.

### Typically, students will:

- ▶ investigate Australia's development from colony to nation, migration and settlement patterns, and contributions of people and groups
- ▶ explore geographic characteristics of Europe, North America and Asia, and the world's cultural diversity
- ▶ learn about struggles for citizenship and human rights in different groups, in Australia's past and present
- ▶ explore people's use of natural resources to satisfy needs and wants, and how consumer choices affect other people and the environment
- ▶ learn about Australia's democratic values, laws, government and elections
- ▶ investigate people's participation in the community to achieve civic goals.

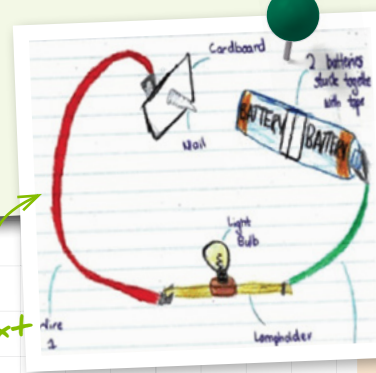
## Science

Students learn how to look for patterns and relationships. They recognise the important role of variables in investigations. They develop explanations based on evidence.

### Typically, students will:

- ▶ investigate adaptations in living things and their interactions with the environment
- ▶ add gases to their study of materials and investigate chemical changes
- ▶ investigate the solar system and the behaviour of light
- ▶ investigate volcanoes and earthquakes
- ▶ deepen their understanding of historical and cultural contributions to science
- ▶ understand how science influences community decisions.

*Communicates ideas using labelled graphic representations and text*



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## The Arts

Students explore the way the world is represented by artists as well as continue to develop their own understandings and experiences. They further develop their technical skills and explore how others create artworks.

### Typically, students will:

- ▶ in Dance, dance using balance and coordination, by following a set of steps
- ▶ in Drama, rehearse and perform a variety of plays, using expression to engage an audience
- ▶ in Media Arts, explore, plan and produce media artworks such as advertisements
- ▶ in Music, rehearse, sing and perform music with rhythm and pitch
- ▶ in Visual Arts, explore why artists create artworks and whom the artworks are created for.

## Technologies

Students use design processes to produce solutions. They further develop their knowledge and understanding of digital systems and data; they improve their computational thinking.

### Typically, students will:

in Design and Technologies

- ▶ use materials or technologies when designing, producing and evaluating solutions, for example, a plan for a new kitchen garden
- ▶ represent ideas and solutions in a variety of ways, such as sketches and models
- ▶ develop plans to complete tasks

in Digital Technologies

- ▶ use simple coding to develop and evaluate digital solutions, such as games or quizzes
- ▶ act to ensure their personal safety when engaging online
- ▶ collect, interpret and manage a range of data, using digital systems.

## Languages

Students may have an opportunity to learn a language other than English.

### Typically, when learning a language, students will:

- ▶ use the language to communicate more accurately and fluently to exchange information, express ideas and feelings
- ▶ use vocabulary and grammatical resources to compose and comprehend various types of texts
- ▶ use a range of cues and strategies to assist their comprehension
- ▶ reflect on the relationship between language, culture and identity.

