PRIMARY YEARS PROGRAM (PYP)

WHAT DO WE WANT TO LEARN? The written curriculum

HOW BEST CAN WE LEARN IT? The taught curriculum

HOW WILL WE KNOW WHAT WE HAVE LEARNED? The assessed curriculum

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

‘WE’ is the community of learners – students, staff, community
<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organise ourselves</th>
<th>Sharing the Planet</th>
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<tbody>
<tr>
<td>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</td>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</td>
<td>An inquiry into ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.</td>
<td>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</td>
<td>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions.</td>
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### Central Idea:
Human migration is a response to challenges, risks and opportunities.

### Lines of Inquiry:
- The reasons why people migrate
- Migration throughout history
- Effects of migration on communities, cultures and individuals
- Which plants and foods migration has brought to Australia

### Core concepts:
- Causation
- Change

### Central Idea:
A person’s creativity and choice of expression projects aspects of their identity.

### Lines of Inquiry:
- How appearance and behaviour influence our perception of others.
- The influences and changes of cultural and social values on how we choose to express ourselves.
- The diverse ways in which people can express themselves.

### Core concepts:
- Reflection
- Perspective

### Central Idea:
The world around us is composed of matter which can go through various changes.

### Lines of Inquiry:
- Characteristics and properties of solids, liquids and gases.
- How and why matter changes states.
- Natural occurrences related to matter, state and change.

### Core concepts:
- Causation
- Change

### Central Idea:
Economic choices impact the role we play as producers and consumers in our world.

### Lines of Inquiry:
- How consumers and producers are dependent upon each other.
- The role of market places.
- Economic choices impact the success of markets.

### Core concepts:
- Connection
- Responsibility
- Function

### Central Idea:
The local environment influences the resources available to living things.

### Lines of Inquiry:
- How changing the physical conditions for plants impacts on their growth and survival
- Living things have structural features and adaptations that help them to survive in their environment
- The impact of farming

### Core concepts:
- Connection
- Reflection

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**The Arts - Learning focus**

As students work towards the achievement of Level 6 (Year 6) standards in the Arts, they investigate a range of traditional and contemporary arts forms, styles, media, materials, equipment and technologies in the arts disciplines of Dance, Drama, Media, Music and Visual Arts – Art (two-dimensional and three-dimensional) individually and
in combination. They learn about ways to design, improvise, represent, interpret, make and present arts works that communicate feelings and their interests and understanding of themselves, their relationships and other people. For example:

- in Dance, students mirror the movements of a partner and then perform the same movements expressing contrasting emotions
- in Drama, students role-play situations and events, sustaining role/character throughout their group performances.

**Standards** At Year 5, students are working toward the Year 6 standards.

**Civics and Citizenship - Learning focus**
As students work towards the achievement of Level 6 standards in Civics and Citizenship, they learn about the origins and establishment of the Australian nation at Federation. They examine the nature of the Australian federal system of governance that developed. They consider the effects of Australian federation on the democratic rights of different groups of people such as Aboriginal and Torres Strait Islander (ATSI) people, women and non-British migrants.

Students learn about the three levels of government in Australia and investigate examples of the functions and services of these governments such as currency, defence, education, health, parks and libraries. They examine other features of Australian democracy; for example, the role of government in representing the people.

**Standards**
At Year 5, students are working toward the Year 6 standards.

**Communication - Learning focus**
As students work towards the achievement of Level 6 standards in Communication, they use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience; for example, by waiting for the communication of others to be completed before responding. They practise listening attentively to identify and communicate main points to others. They reflect on the implicit messages received through body language and begin to understand that verbal and non-verbal messages do not always correspond. They practise sending consistent messages during their interactions.

Students experience a variety of aural, written and visual communication forms in both formal and informal settings; for example electronic communication.

**Standards** At Year 5, students are working toward the Year 6 standards.

**Design, Creativity and Technology - Learning focus**
As students work towards the achievement of Year 6 standards in Design, Creativity and Technology, they contribute to the development of design briefs that include some limitations and specifications by posing questions about and identifying situations, problems, needs and opportunities for the creation of useful products and simple systems. They explore ideas and concepts about design, materials/ingredients and systems, and consider how these can be combined in innovative ways to create solutions; for example, for a model solar boat or a fun park ride.
Individually and in small teams, students develop possible solutions in response to design briefs, using simple mind maps, sketches, plans and annotated drawings, labelled diagrams models and flow charts.

**Standards** At Year 5, students are working toward the Year 6 standards.

**English - Level Description**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

**English Content Descriptions**

**Reading and viewing**

**Language**
1. Understand how texts vary in purpose, structure and topic as well as the degree of formality
2. 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
3. Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations
4. Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words
5. Recognise uncommon plurals, for example ‘foci’

**Literature**
1. Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
2. Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts
3. Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
4. Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences

**Literacy**
1. 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
2. Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
3. Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
4. Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources
Writing

Language
1. 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
2. Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause
3. 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
4. Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts
5. Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns

Literature
1. Create literary texts that experiment with structures, ideas and stylistic features of selected authors
2. Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced

Literacy
1. 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
2. Reread and edit student’s own and others’ work using agreed criteria for text structures and language features
3. Develop a handwriting style that is becoming legible, fluent and automatic
4. 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

Speaking and listening

Language
1. Understand that the pronunciation, spelling and meanings of words have histories and change over time
2. Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
3. Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

Literature
1. Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others

Literacy
1. 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
2. Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes
3. Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements

English Achievement Standard
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. 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.

Writing
Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create a variety of sequenced texts for different purposes and audiences. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Speaking and listening
Students listen and ask questions to clarify content. They 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. They create a variety of sequenced texts for different purposes and audiences.

Health and Physical Education - Learning focus
As students work towards the achievement of Level 6 standards in Health and Physical Education, they refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. Students begin to observe, and give constructive feedback on, the skill performance of their peers. They consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water by, for example: swimming competently for a continuous distance of 50 metres (25 meters in freestyle and 25 metres in another stroke); demonstrating sound breathing and stroke techniques; throwing a rope or buoyant object to a person at least five metres from the side of the pool and pulling

Standards
At Year 5, students are working toward the Year 6 standards.

History - Level Description
The Australian Colonies
The Level 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony.

Key inquiry questions
1. What do we know about the lives of people in Australia’s colonial past and how do we know?
2. How did an Australian colony develop over time and why?
3. How did colonial settlement change the environment?
4. What were the significant events and who were the significant people that shaped Australian colonies?

History Content Descriptions
Historical Knowledge and Understanding

The Australian Colonies

1. Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.
2. The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.
3. The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.
4. The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.
5. The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples.

Historical Skills

Chronology, terms and concepts

1. Sequence historical people and events
2. Use historical terms and concepts

Historical questions and research

1. Identify questions to inform an historical inquiry
2. Identify and locate a range of relevant sources

Analysis and use of sources

1. Locate information related to inquiry questions in a range of sources
2. Compare information from a range of sources

Perspectives and interpretations

1. Identify points of view in the past and present

Explanation and communication

1. Develop texts, particularly narratives and descriptions, which incorporate source materials
2. Use a range of communication forms (oral, graphic, written) and digital technologies

History Achievement

Standard

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.
Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

The Humanities: Economics - Learning focus

As students work towards the achievement of Level 6 standards in Economics, they learn about the nature of the economic problem (scarcity): that is, that our needs and wants are unlimited but the resources available to satisfy these wants are limited. They explore how the community defines, classifies and uses resources. They learn about the processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy. They consider factors affecting their spending and why it is important to be an informed consumer when making spending decisions. They investigate the importance of personal money management and the role of banking, budgeting and saving.

Standards At Year 5, students are working toward the Year 6 standards.

The Humanities: Geography - Learning focus

As students work towards the achievement of Level 6 standards in Geography, they investigate some of the significant natural processes that operate across Australia (for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and how people react to them, including their preparation for, and management of, natural disasters. Students explore how humans have affected the Australian environment. Examples could include: Aboriginal and Torres Strait Islander communities’ care of the land; clearance by farmers and subsequent problems of land degradation and salinity; and protection of the natural environment through the creation of nature parks, national parks and marine parks. Using an inquiry-based approach, students explore environmental issues and consider possible cause and effect.

Standards At Year 5, students are working toward the Year 6 standards.

Information and Communications Technology - Learning focus

As students work towards the achievement of Level 6 standards in Information and Communications Technology (ICT), they apply known ICT tools for visualising thinking in new ways to make links between existing and new knowledge. They begin to use new tools, such as ict-controlled models, a programming language or simulation software, such as microworlds, spreadsheets and domain specific modelling software, to represent and explore processes, patterns, and cause-and-effect relationships. They learn to use tools, such as database software and graphic organisers, to organise and analyse data and information. For example, after interviewing people of Asian cultural backgrounds, students might identify similarities and differences between Australian and Asian customs by using a VENN diagram.

Standards At Year 5, students are working toward the Year 6 standards.

Interpersonal Development - Learning focus

As students work towards the achievement of Level 6 standards in Interpersonal Development, they develop skills and behaviours for connecting with a variety of groups, including peer and community groups. Students participate in a range of classroom activities where they explore the similarities and differences in the values and beliefs of
a range of individuals and groups. They begin to reflect on what this may mean for themselves when building and maintaining relationships with a diverse range of people. They explore and discuss behaviours which demonstrate sensitivity to cultural differences in their interactions with others.

**Standards** At Year 5, students are working toward the Year 6 standards.

**Italian - Learning focus**
As students work towards the achievement of standards at Pathway 1 Level 6, they learn about cultural differences associated with the language other than English. They understand that Australian life and culture are influenced by these different ways of life. They learn why there are similarities and differences between languages, and how these are related.

Students begin to understand and use the language within the world of their own experience and imagination, with some topics drawn from other domains, including exchanging simple personal information and opinions, and creating and performing short skits in the language. They start to read and locate items of information in short texts and to write short paragraphs.

**Standards** At Year 5, students are working toward the Year 6 standards.

**Mathematics - Level Description**

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

**Mathematics Content Descriptions**

**Number and Algebra**

**Number and place value**
1. Identify and describe factors and multiples of whole numbers and use them to solve problems
2. Use estimation and rounding to check the reasonableness of answers to calculations
3. Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies
4. Solve problems involving division by a one digit number, including those that result in a remainder
5. Use efficient mental and written strategies and apply appropriate digital technologies to solve problems

**Fractions and decimals**
1. Compare and order common unit fractions and locate and represent them on a number line
2. Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator
3. Recognise that the place value system can be extended beyond hundredths
4. Compare, order and represent decimals
Money and financial mathematics
1. Create simple financial plans

Patterns and algebra
1. Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction
2. Use equivalent number sentences involving multiplication and division to find unknown quantities

Measurement and Geometry

Using units of measurement
1. Choose appropriate units of measurement for length, area, volume, capacity and mass
2. Calculate the perimeter and area of rectangles using familiar metric units
3. Compare 12- and 24-hour time systems and convert between them

Shape
1. Connect three-dimensional objects with their nets and other two-dimensional representations

Location and transformation
1. Use a grid reference system to describe locations. Describe routes using landmarks and directional language
2. Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries
3. Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original.

Geometric reasoning
1. Estimate, measure and compare angles using degrees. Construct angles using a protractor.

Statistics and Probability

Chance
1. List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions
2. Recognise that probabilities range from 0 to 1

Data representation and interpretation
1. Pose questions and collect categorical or numerical data by observation or survey
2. Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies
3. Describe and interpret different data sets in context

Mathematics Achievement Standard

Number and Algebra
Students solve simple problems involving the four operations using a range of strategies including digital technology. They estimate to check the reasonableness of answers and approximate answers by rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students order decimals and unit
fractions and locate them on a number line. Students add and subtract fractions with the same denominator. They find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals.

**Measurement and Geometry**
Students 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 estimate angles, and use protractors and digital technology to construct and measure angles. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry.

**Statistics and Probability**
Students pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology. They compare and interpret different data sets. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1.

**Personal Learning - Learning focus**
As students work towards the achievement of Level 6 standards in Personal Learning, they explore individual strategies and skills that assist in their learning, such as the use of T charts to develop effective listening skills and concept webs to link ideas. With support, they consider a range of approaches to learning and reflect on how the approaches they use influence the quality of their learning. They explore learning styles which may not be their preferred style and consider why such experimentation is an important aspect of their learning.

Students seek and use teacher feedback to develop their content knowledge and understanding and reflect on how their prior knowledge has changed.

**Standard** At Year 5, students are working toward the Year 6 standards.

**Science - Level Description**
The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period.

**Science Understanding**

**Biological sciences**
1. Living things have structural features and adaptations that help them to survive in their environment

**Chemical sciences**
1. Solids, liquids and gases have different observable properties and behave in different ways

**Earth and space sciences**
1. The Earth is part of a system of planets orbiting around a star (the sun)
Physical sciences
1. Light from a source forms shadows and can be absorbed, reflected and refracted

Science as a Human Endeavour

Nature and development of science
1. Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena
2. Important contributions to the advancement of science have been made by people from a range of cultures

Use and influence of science
1. Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples’ lives
2. Scientific knowledge is used to inform personal and community decisions

Science Inquiry Skills

Questioning and predicting
1. With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be

Planning and conducting
1. With guidance, plan appropriate investigation methods to answer questions or solve problems
2. Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate
3. Use equipment and materials safely, identifying potential risks

Processing and analysing data and information
1. 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
2. Compare data with predictions and use as evidence in developing explanations

Evaluating
1. Suggest improvements to the methods used to investigate a question or solve a problem

Communicating
1. Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts

Science Achievement Standard
At Year 5, the student is working towards the Year 6 standard.

Thinking Processes - Learning focus
As students work towards the achievement of Level 6 standards in Thinking Processes, they make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them.

Using these questions as a basis, students undertake investigations independently and with others. Their investigations include time for sustained discussion, deliberation and inquiry, with teachers providing appropriate tools and support in this process. Students develop strategies to find suitable sources of information and they learn to distinguish between fact and opinion. They develop an understanding of how our views are socially constructed and not always based on evidence.

Standards At Year 5, the student is working towards the Year 6 standard