Year 5 Achievement Standards

Religion	At Standard, students explore how Christians believe that people have been created by God to grow, freely make choices, and learn from those choices. They describe the features and roles of different communities including the Church, that helps people make choices that reflect the Christian virtues of love and goodness. Students identify and outline how the Church was founded by Jesus to help people continue his mission. Students identify and describe the work of Christians throughout history who have been guided and strengthened by the Holy Spirit to proclaim the Gospel message and lead others to do the same. They identify how the Twelve Apostles and their successors have led the Church throughout history. Students describe how people gather in a church to proclaim the Gospel message and learn how to live God's Commandments. They explore how Church practices such as prayer, the celebration of the Eucharist, other Sacraments, and liturgies, encourage and support the Christian virtues. They describe how active participation in the life of the Church leads people to come to know God and to develop a healthy relationship with God, themselves, and other people.
English	**Speaking and Listening** Students interact with others and listen to and create spoken and/or multimodal texts, including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They make presentations and contribute actively to class and group discussions, varying language according to context. They use text structures and language features to organise and link ideas. They use language features, subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice. **Reading and Viewing** Students listen to, read, view and comprehend texts created to entertain, persuade and/or inform audiences. They integrate phonic, morphemic, and grammatical knowledge to read texts that include varied sentence structures and some unfamiliar vocabulary, including multisyllabic and multimorphemic words. They read fluently and maintain accuracy and meaning by re-reading and self-correcting when needed. They describe literal and implied meaning, connecting ideas in different texts. They describe how ideas are developed, including through settings, characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features, including literary devices, and visual features shape meaning. **Writing and Creating** Students create written and/or multimodal texts, including texts to tell stories, inform, express opinions, explain and present arguments, for purposes and audiences, developing ideas using details from learnt topics, topics of interest or texts. They use language features, including paragraphs, to create coherence and add detail to their texts. They use language features, complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They spell words, including multisyllabic and multimorphemic words with more complex spelling patterns using phonic, morphemic and grammatical knowledge.

Mathematics	**Number and Algebra** At Standard, students identify and describe factors and multiples. They solve simple problems involving the four operations using a range of strategies. Students check the reasonableness of answers using estimation and rounding. They order decimals and unit fractions and locate them on number lines. Students add and subtract fractions with the same denominator. They explain plans for simple budgets. Students continue patterns by adding and subtracting fractions and decimals. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. **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 connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students use a grid reference system to locate landmarks. They measure and construct different angles. **Statistics and Probability** Students interpret different data sets. They 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.
Science	**Science Understanding** At Standard, students classify solids, liquids and gases according to their observable properties and behaviours. They describe everyday phenomena associated with the transfer of light. Students describe the key features of our solar system. They analyse how the features of living things enables them to function in their environments. **Science as a Human Endeavour** Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. **Science Inquiry Skills** 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. Students describe ways to improve the fairness of their investigations, and communicate their ideas and findings.
Humanities and Social Sciences	At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning. Students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws and how they are enforced. They describe how participation in groups can benefit the community.

	Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation. They identify that, when making choices, people use strategies to inform their purchasing and financial decisions. Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge. Students identify the cause and effect of change on Australia's colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.
The Arts-Music	At Standard, students improvise and organise rhythm patterns in simple and compound time, with some errors. They identify metre and some metre changes in simple and compound time, and identify tempo and some tempo changes. Students improvise, identify, sing and play melodic patterns based on pentatonic and major scales, with some inconsistencies. They use graphic and standard rhythmic and pitch notation, with some inconsistencies. Students improvise, select and organise some elements of music to represent a music idea, incorporating some known stylistic features. They identify and describe some instruments and methods of sound production to inform their choices when listening or composing. Students identify some forms and musical structures. They sing and play with some inconsistencies in tuning, timing and technique, incorporating some appropriate dynamics and expression, and generally maintain their own part when performing with others. Students use some teacher and peer feedback to adapt their ideas when rehearsing and performing. Students listen and respond to music, and provide links between the use of some elements of music to the composer's purpose, or a particular time, culture, event or context. Students identify and describe some stylistic and musical characteristics, using some appropriate music terminology.
The Arts-Visual Arts	At Standard, students apply their ideas, skills and techniques to making artwork. Their ideas replicate aspects of the style of another artist or movement. Students apply their ideas by selecting relevant materials, some appropriate techniques and visual art elements to create artwork. They produce and enhance their finished artwork by manipulating complex shapes, using a variety of line types, creating and using a range colours and different textures, organising space, and exploring and manipulating values. Students create artwork, selecting and using a range of techniques suitable to selected art forms. With guidance, students make links between an artist's context and their own artwork. They make observations about how meaning is communicated through the use of visual art elements and techniques, using some visual art terminology.
Design and Technologies	At Standard, students identify ways people address and overcome competing considerations when designing products, services and environments. In Engineering principles and systems, students distinguish various ways forces control movement, sound or light in a product or system. In Food and fibre production, students identify ways people in design and technology occupations aim to increase the efficiency of production systems or consumer satisfaction of food and natural fibre products. In Food specialisations, students identify and implement a variety of food and hygiene practices. In Materials and technologies specialisations, students outline and apply suitable and safe practices and are able to classify the characteristics and properties of a range of materials and components. With all Design and Technology contexts, students define a problem, identify available resources and create sequenced steps to assist in decision making for a given task. They develop and communicate alternative solutions, and use annotated diagrams, storyboards and appropriate technical terms when following design ideas. Students select and apply safe procedures when using components and equipment. They develop

	negotiated criteria to evaluate and justify design processes and solutions. Students work independently, or collaboratively, to plan, safely develop and communicate ideas and information.
Digital Technologies	At Standard, students identify components of digital systems and their basic functions that connect to form networks which transmit data. They represent data using code, as well as using software to collect, store and present data for a specific purpose. Students create design solutions for a user interface and design, follow and represent diagrammatically, a simple sequence of steps (algorithms), involving branching (decisions) and iteration (repetition), implementing and using simple programming. They create and communicate information for online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct).

In Digital Technologies, students define a problem, identify available resources and create algorithms (sequenced steps) to assist in decision making for a given digital task. They develop and communicate alternative solutions, and use annotated diagrams, storyboards and appropriate technical terms when following design ideas. Students select and apply safe procedures when using components and equipment. They develop negotiated criteria to evaluate and justify design processes and solutions. Students work independently, or collaboratively, to plan, safely develop and communicate ideas and information. |
Health Education	Students identify practical strategies for promoting a healthy lifestyle and adapting to changing situations that occur as they grow and mature. They explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. Students identify emotional responses appropriate to different situations and apply skills and strategies to manage relationships over time.
Physical Education	Students perform a variety of fundamental movement skills with some competency. They implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome. Students explain some of the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing. They use movement skills that combine the elements of effort, space, time, objects and people to improve movement outcomes. Students demonstrate ethical behaviour and use this to be effective when taking on the role of player or referee/umpire.
Auslan (Languages)	By the end of Year 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other's comments. They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. They follow more complex instructions and directions involving several steps. They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. They modify non-manual features and lexical signs to indicate manner. They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation.

| | Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions. |