

# Foundation Statements *Years 5 and 6*

## English

### Talking and Listening ■ Reading ■ Writing

Students communicate effectively, using considered spoken language to entertain, inform and influence audiences for an increasing range of purposes. They work productively and independently, in pairs or groups to deliver effective oral presentations using various skills and strategies. Students listen attentively to gather specific information and ideas, recognising and exploring how spoken and written language differ, and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge and experience. Students identify, critically analyse and respond to techniques used by writers to influence readers through language and grammar. They identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual and multimedia texts.

Students write well-structured and well-presented literary and factual texts for a wide range of purposes and audiences, dealing with complex topics, ideas, issues and language features. They write well-structured sentences, effectively using a variety of grammatical features. Students spell most common words accurately, and use a variety of strategies to spell less common words. They use a fluent and legible style to write and employ computer technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by focusing on grammatical features and the conventions of writing.

## Mathematics

### Working Mathematically ■ Number ■ Patterns and Algebra ■ Measurement and Data ■ Space and Geometry

Students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies. They use mathematical terminology and some conventions and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students read, write and order numbers of any size, selecting and applying appropriate mental, written or calculator strategies for the four operations. They compare, order and perform calculations with simple fractions, decimals and simple percentages and apply the four operations to money in real-life situations. Students place the likelihood of simple events in order on a number line from 0 to 1.

Students record and describe geometric and number patterns using tables and words. They construct, verify and complete number sentences involving the four operations.

Students select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They use 24-hour time in real-life situations and construct timelines. Students draw and interpret a variety of graphs using a scale.

Students construct and classify 3D objects and 2D shapes and compare and describe their properties. They measure, construct and classify angles and make simple calculations using scale.

## Science and Technology

### Investigating Scientifically ■ Designing and Making ■ The Natural Environment ■ The Made Environment

Students independently develop questions for scientific investigation, conduct scientific investigations based on fair testing and collect, record and analyse the resulting data. They identify trends in data, evaluate findings and prepare possible explanations. Students use, select and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of investigations.

Students independently plan, implement and manage the design process and evaluate the results using design criteria. They consider the implications of design and production in relation to environmental, aesthetic, cultural, ethical, safety and functional factors. Students select, safely use and evaluate equipment, computer-based technology and other resources to meet the requirements and constraints of design tasks.

Students identify, describe and evaluate interdependent relationships between living things and the environment within ecosystems. They identify and describe various sources, forms, uses, transfers and changes in forms of energy. Students explore how natural forces and human interaction cause changes to the Earth over time. They recognise that the Earth is the source of most materials, and resources must be managed for sustainability.

Students recognise that built environments are systems created to meet the needs and requirements of people and communities. They identify techniques used to engage audiences and convey meaning when creating information products. Students explain how production processes have changed over time and model systems used to manufacture products and provide services.

## Human Society and Its Environment

### Change and Continuity ■ Cultures ■ Environments ■ Social Systems and Structures

Students explore the principles of Australian democracy and explain its development over time. They investigate significant events in Australia's past and explain the implications for the development of Australian identity, heritage and cultural diversity. They locate information from a variety of primary and secondary sources, presenting their findings in a range of ways.

Students explain how shared culture, heritage and language, including those of Aboriginal peoples, contribute to Australian and community identity. They explore cultural diversity by examining how cultures change through interactions with other cultures and the environment.

Students analyse Australian and global environments, identifying environmental issues and problems and they explore ways in which individuals and groups can contribute to solutions for these. They investigate human interactions with environments and recognise ecologically sustainable development. Students recognise various beliefs and practices and explain how these influence interactions with environments. They sketch, label and use maps, applying appropriate conventions and terminology.

Students identify Australia's social and economic connection to the world and the rights and responsibilities of Australian and global citizens. They examine decision-making processes at state and federal levels and explain the structures, roles and responsibilities of government. They examine changes in work practices and the rights and responsibilities of producers and users of goods and services. Students apply knowledge of participatory democracy to formulate plans and create possible solutions illustrating fairness and social justice for school, local, national and global problems.

## Creative Arts

### Visual Arts ■ Music ■ Drama ■ Dance

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.

## Personal Development, Health and Physical Education

### Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships

Students apply, adapt and vary movement skills in dance, gymnastics, games and sports. They understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts. Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, two-handed strike and dodge and apply them in a range of challenging physical activity contexts. Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision. They investigate the effects of physical activity on health and monitor and evaluate physical activity levels.

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.