

Paying It Forward

Aligned with the Australian WA Curriculum

YEARS
5-6

Unit mapping

YEAR 5

Content descriptions	Topic					
	1	2	3	4	5	6
English						
Text structure and organisation						
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)					✓	✓
Expressing and developing ideas						
Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)					✓	✓
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)					✓	✓
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)					✓	✓
Interacting with others						
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)	✓	✓	✓	✓	✓	
Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	✓	✓	✓	✓	✓	✓
Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)					✓	✓

Content descriptions	Topic					
	1	2	3	4	5	6
Interpreting, analysing, evaluation						
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)					✓	✓
Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)					✓	✓
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						
Number and place value						
Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099)					✓	
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)			✓		✓	
Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)					✓	
Fractions and decimals						
Compare and order common unit fractions and locate and represent them on a number line (ACMNA102)			✓			
Recognise that the place value system can be extended beyond hundredths (ACMNA104)			✓			
Compare, order and represent decimals (ACMNA105)			✓			
Money and financial mathematics						
Create simple financial plans (ACMNA106)				✓	✓	

Content descriptions	Topic					
	1	2	3	4	5	6
Location and transformation						
Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)				✓		
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)				✓		
HASS						
Researching						
Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50)	✓	✓	✓	✓	✓	
Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52)	✓	✓		✓	✓	
Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53)	✓	✓		✓		
Analysing						
Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56)		✓	✓	✓		
Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58)				✓		
Evaluating						
Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59)			✓	✓		
Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60)	✓	✓		✓	✓	
Communicating and reflecting						
Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61)				✓		✓

Content descriptions	Topic					
	1	2	3	4	5	6
Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62)	✓			✓		✓
Civics and Citizenship						
The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115)	✓					
How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHASSK117)	✓					
Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) (ACHASSK118)		✓				
Economics and Business						
Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) (ACHASSK119)				✓	✓	
Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future) (ACHASSK121)				✓	✓	
Geography						
The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112)				✓		

Content descriptions	Activity					
	1	2	3	4	5	6
English						
Text structure and organisation						
Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)					✓	✓
Expressing and developing ideas						
Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)					✓	✓
Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523)					✓	✓
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)					✓	✓
Interacting with others						
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	✓	✓	✓	✓	✓	
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	✓	✓	✓	✓	✓	✓
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)					✓	✓
Interpreting, analysing, evaluation						
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	✓	✓				
Creating texts						
Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)					✓	✓
Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)						✓
Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)						✓
Mathematics						

Content descriptions	Activity					
	1	2	3	4	5	6
Number and place value						
Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)			✓	✓	✓	
Fractions and decimals						
Compare fractions with related denominators and locate and represent them on a number line (ACMNA125)			✓			
Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127)			✓			
Make connections between equivalent fractions, decimals and percentages (ACMNA131)			✓		✓	
Patterns and algebra						
Explore the use of brackets and order of operations to write number sentences (ACMNA134)					✓	
Location and transformation						
Introduce the Cartesian coordinate system using all four quadrants (ACMMG143)				✓		
Data representation and interpretation						
Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)				✓		
HASS						
Researching						
Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50)	✓	✓	✓	✓	✓	
Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52)	✓	✓		✓	✓	
Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53)	✓	✓		✓		
Analysing						
Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56)		✓	✓	✓		

Content descriptions	Activity					
	1	2	3	4	5	6
Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58)				✓		
Evaluating						
Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59)			✓	✓		
Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60)	✓	✓	✓	✓	✓	
Communicating and reflecting						
Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61)	✓			✓		✓
Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62)	✓			✓		✓
Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63)		✓		✓		
Civics and Citizenship						
The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system (ACHASSK144)		✓				
How laws are initiated and passed through the federal parliament (ACHASSK146)	✓					
Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHASSK147)	✓					
Economics and Business						
Choices about the use of resources result from the imbalance of limited resources and unlimited wants(i.e. the concept of scarcity) (ACHASSK149)				✓		
Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHASSK149)				✓	✓	
Health and Physical Education						
Preventive health measures that can promote and maintain community health, safety and wellbeing, such as: creating social connections for better mental health meeting physical activity recommendations (ACPPS058)					✓	

General Capabilities

No	Sub-element	Activity					
		1	2	3	4	5	6
LITERACY							
Comprehending texts through listening, reading, and viewing element							
1.1	Comprehend texts	✓	✓			✓	
1.2	Navigate, read and view learning area texts	✓	✓			✓	
1.3	Listen and respond to learning area texts	✓	✓	✓	✓	✓	
1.4	Interpret and analyse learning area texts	✓	✓	✓		✓	
Composing texts through listening, reading, and viewing element							
2.1	Compose texts	✓		✓		✓	✓
2.2	Compose spoken, written, visual and multimodal learning area texts	✓		✓		✓	✓
2.3	Use language to interact with others	✓	✓	✓	✓	✓	✓
2.4	Deliver presentations					✓	✓
Text knowledge element							
3.1	Use knowledge of text structures					✓	✓
3.2	Use knowledge of text cohesion					✓	✓
Grammar knowledge element							
4.1	Use knowledge of sentence structures					✓	✓
4.2	Use knowledge of words and word groups					✓	✓
4.3	Express opinion and point of view					✓	✓
Word knowledge element							
5.1	Understand learning area vocabulary	✓	✓			✓	✓
5.2	Use spelling knowledge					✓	✓
Visual knowledge element							
6.1	Understand how visual elements create meaning						✓
NUMERACY							
Estimating and calculating with whole numbers element							
1.1	Understand and use numbers in context			✓	✓	✓	
1.2	Estimate and calculate			✓	✓	✓	
1.3	Use money			✓	✓	✓	
Using fractions, decimals, percentages, ratios and rates element							

No	Sub-element	Activity					
		1	2	3	4	5	6
3.1	Interpret proportional reasoning					✓	
3.2	Apply proportional reasoning					✓	
Using spatial reasoning element							
4.2	Interpret maps and diagrams		✓		✓		
Interpreting statistical information element							
5.1	Interpret data displays				✓		
INFORMATION AND COMMUNICATION TECHNOLOGY CAPABILITY (ICT)							
Applying social and ethical protocols and practices when using ICT element							
1.1	Recognise intellectual property				✓		
Investigating with ICT element							
2.1	Define and plan information searches	✓			✓	✓	✓
2.2	Locate, generate and access data and information	✓	✓		✓	✓	✓
2.3	Select and evaluate data and information	✓			✓	✓	✓
Creating with ICT element							
3.1	Generate ideas, plans and processes		✓				✓
3.2	Generate solutions to challenges and learning area tasks					✓	✓
Managing and operating ICT element							
5.1	Select and use hardware and software		✓		✓	✓	✓
CRITICAL AND CREATIVE THINKING							
Inquiring – Identifying, exploring and organising information and ideas element							
1.2	Identify and clarify information and ideas	✓	✓		✓		
1.3	Organise and process information	✓	✓		✓		
Generating ideas, possibilities and actions element							
2.1	Imagine possibilities and connect ideas		✓	✓	✓		
2.2	Consider alternatives			✓	✓		
2.3	Seek solutions and put ideas into action			✓	✓		
Reflecting on thinking and processes element							
3.1	Think about thinking (metacognition)			✓		✓	
3.2	Reflect on processes			✓		✓	
3.3	Transfer knowledge into new contexts		✓	✓			

No	Sub-element	Activity					
		1	2	3	4	5	6
Analysing, synthesising and evaluating reasoning and procedures element							
4.1	Apply logic and reasoning				✓	✓	
4.2	Draw conclusions and design a course of action				✓	✓	
4.3	Evaluate procedures and outcomes					✓	
PERSONAL AND SOCIAL CAPABILITY							
Self-awareness element							
1.1	Recognise emotions		✓			✓	
1.2	Recognise personal qualities and achievements	✓					✓
1.4	Develop reflective practice						✓
Self-management element							
2.2	Develop self-discipline and set goals					✓	
Social awareness element							
3.2	Contribute to civil society		✓			✓	✓
3.3	Understand relationships	✓					
Social management element							
4.1	Communicate effectively	✓				✓	✓
4.2	Work collaboratively	✓	✓		✓	✓	✓
4.3	Make decisions	✓	✓		✓		
4.4	Negotiate and resolve conflict	✓					
4.5	Develop leadership skills	✓					
ETHICAL UNDERSTANDING							
Understanding ethical concepts and issues element							
1.1	Recognise ethical concepts		✓	✓	✓		
1.2	Explore ethical concepts in context		✓	✓	✓		✓
Reasoning in decision making and actions element							
2.1	Reason and make ethical decisions		✓	✓	✓		
2.2	Consider consequences		✓				
2.3	Reflect on ethical action		✓		✓		
Exploring values, rights and responsibilities element							
3.1	Examine values	✓					✓

No	Sub-element	Activity					
		1	2	3	4	5	6
3.2	Explore rights and responsibilities	✓			✓		✓
3.3	Consider points of view				✓		
INTERCULTURAL UNDERSTANDING							
Recognising culture and developing respect element							
1.3	Develop respect for cultural diversity	✓			✓		✓