Knowledge and Understanding — By the end of Year 5

Health and Physical Education

Health
Health is multidimensional and influenced by individual and group actions and environments.

- Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.
- Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity.
- Individual and group action can promote health and wellbeing, including safety.
- Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.

Physical activity
Fundamental and simple specialised movement skills are elements of physical activity.

- Application of appropriate techniques for fundamental and simple specialised movement skills can enhance physical performance and participation in physical activities.
- Working cooperatively, and being aware of others and fair play, can enhance the experience of physical activities for individuals and groups.
- Regular participation in physical activity can improve movement capacities, personal development and health and wellbeing.

Personal development
Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.

- Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments.
- Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.
- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.

Knowledge and Understanding — By the end of Year 5

Languages		
Beginner	**Elementary**	**Lower Intermediate**
Comprehending and composing in the target language **Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.** • Verbal language and non-verbal language are used in simple, routine exchanges to negotiate meaning. • Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning. • Listening for and locating key words and phrases, and using memorised material helps to make meaning. • Manipulating known language helps to make meaning in different contexts. **Intercultural competence and language awareness** **Noticing and comparing similarities and differences between languages and cultures informs intercultural communication.** • Learning languages provides insights into one's own languages and the target language, and how concepts are expressed across languages. • Ways of using language provide information about cultures. • Languages and cultural practices have particular features, conventions, patterns and practices that may be similar to or different from one's own language and culture.	**Comprehending and composing in the target language** **Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences.** • Verbal language and non-verbal language are adapted according to purpose, context and audience. • Texts, including conversations and narratives, follow patterns and are shaped by conventions that can vary between cultures. • Familiar language can be used in new contexts to help interpret and convey main ideas and supporting details. • Familiar linguistic features and structures are manipulated to generate original target language texts and to construct simple, cohesive texts for different purposes, contexts and audiences. **Intercultural competence and language awareness** **Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.** • Ideas or information may or may not be transferable from one language to another and can provide cultural insights and information. • Cultural practices in the target language can be compared with those of other cultures and connections noticed between language use and cultural knowledge and behaviour. • Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence.	**Comprehending and composing in the target language** **Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.** • Verbal language and non-verbal language are adapted, based on role, purpose, context, audience, mode and medium. • Context, vocabulary and syntax combine to provide cues to the purpose and meaning of texts. • High-frequency forms and identification of register help when interpreting complex language involving dependent clauses. • Ideas and information can be expressed through a variety of text types and language adjusted to suit formal and informal contexts. • Language can be manipulated to make original and extended texts that are organised according to sociocultural conventions. • Common colloquial expressions are used in communication and these can be regional in their use and often meaningless when translated word for word. **Intercultural competence and language awareness** **Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.** • Regional and social diversity exists within and across languages and cultures, and this diversity informs appropriate communication. • Familiarity with issues and topics of significance to members of the target culture enhances intercultural communication. • Beliefs, values and attitudes are embedded in languages and cultures; and knowledge of these aspects can facilitate intercultural communication.

Knowledge and Understanding — By the end of Year 5

Studies of Society & Environment

Time, continuity and change	Place and space	Culture and identity	Political and economic systems
Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.	**Environments are defined and changed by interactions between people and places.**	**Communities contain cultures and groups that contribute to diversity and influence cohesion.**	**Communities have developed decision-making systems that include principles and values formed over time.**
• British colonisation of Australia is connected with particular events and changes, including European exploration, the landing of the First Fleet, proclamation of terra nullius, establishment of penal and free settlements, contact with the Indigenous population and the development of industries.	• Environments are defined by physical and human dimensions.	• Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities.	• Australia's government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States.
• Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities.	• Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere.	• Australian society has responded to different cultures in positive and negative ways.	• Australia's legal system has laws to protect personal rights and responsibilities of young people, consequences for reaking laws and key personnel who ensure the functioning of the system.
• Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints.	• Physical features of environments influence the ways in which people live and work in communities.	• Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles.	• Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups.
	• Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours.		• Australia is connected to other countries in the Asia–Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets.
	• Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones.		• Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited.
	• Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.		

Knowledge and Understanding — By the end of Year 5

The Arts

Dance	Drama	Media	Music	Visual Art
Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.	**Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.**	**Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.**	**Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music elements to express ideas, considering different audiences and different purposes, through sound.**	**Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.**
• Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences. • Group formations are used to organise dancers in short movement sequences • Simple rhythmic patterns are used for timing of movements in short movement sequences. • Swinging and collapsing movement qualities are used to alter energy in short movement sequences. • Structuring devices, including contrast and canon forms, are used to organise short movement sequences.	• Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice. • Purpose and context guide the selection of time frames, language, place and space to express ideas. • Dramatic action is structured through storytelling, improvisation and extended roleplays.	• Still and moving images, sounds and words are selected to construct media texts. • Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts. • Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes.	• Duration, beat, time values and metre are used to create rhythmic patterns. • Pitch and intervals are used to create the melodic arrangement of sound. • Tonalities and harmonies are used to organise music. • Musical forms are used to structure music. • Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour). • Relative softness and loudness and articulation of sounds are used to change dynamic levels and expression of music.	• Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns. • Continuous, broken and hatched lines are used to create balance, contrast, space and patterns. • Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns. • Texture creates contrast and patterns using lines, rubbings and markings.

Technology

Technology as a human endeavour	Information, materials and systems (resources)
Technology influences and impacts on people, their communities and environments.	**The characteristics of resources are matched with tools and techniques to make products to meet design challenges.**
• Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments. • Aspects of appropriateness influence product design and production decisions • The products and processes of technology can have positive or negative impacts.	• Resources have particular characteristics that make them more suitable for a specific purpose and context. • Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.

Queensland Government

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