

## Ways of working — By the end of Year 5

These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

### Study of Society & Environment

Students are able to:

- pose and refine questions for investigations
- plan investigations based on questions and inquiry models
- collect and organise information and evidence
- evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions
- draw and justify conclusions based on information and evidence
- communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose
- share opinions, identify possibilities and propose actions to respond to findings
- apply strategies to influence decisions or behaviours and to contribute to groups
- reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace
- reflect on learning to identify new understandings and future applications.

### Health and Physical Education

Students are able to:

- pose and refine questions or issues, and plan activities
- collect, organise and evaluate information and evidence
- draw conclusions and make decisions by identifying connections
- propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development
- apply fundamental and simple specialised movement skills when participating in physical activities
- create and perform movement sequences by selecting and combining movement skills
- apply personal development skills and strategies in team and group situations
- identify and apply safe practices
- reflect on and identify how their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
- reflect on learning to identify new understandings and future applications.

### The Arts

Students are able to:

- select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages
- create and shape arts works by organising arts elements to express personal and community values, beliefs and observations
- rehearse and rework arts works, using interpretive and technical skills
- present arts works to informal and formal audiences, using arts techniques, skills and processes
- identify and apply safe practices
- respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages
- reflect on learning to identify new understandings and future applications.

### Technology

Students are able to:

- identify and analyse the purpose and context for design ideas
- generate design ideas that match requirements
- communicate the details of their designs using 2D or 3D visual representations
- select resources, techniques and tools to make products
- plan production procedures by identifying and sequencing steps
- make products to match design ideas by manipulating and processing resources
- identify and apply safe practices
- evaluate products and processes to identify strengths, limitations, effectiveness and improvements
- reflect on and identify the impacts of products and processes on people and their communities
- reflect on learning to identify new understandings and future applications.

## Ways of working — By the end of Year 5

These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

Languages		
Beginner	Elementary	Lower Intermediate
<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify the purpose or main topic in simple spoken and written texts, using visual and verbal language</li> <li>• respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material</li> <li>• identify and use non-verbal communication strategies in familiar contexts</li> <li>• construct simple spoken and written texts in familiar contexts</li> <li>• notice and compare aspects of the target language and English and/or other familiar languages</li> <li>• notice and compare aspects of their own cultures and of the target cultures</li> <li>• reflect on and evaluate the suitability of language choices in familiar contexts</li> <li>• reflect on learning to identify new understandings and future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used</li> <li>• interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences</li> <li>• recognise and use appropriate verbal and non-verbal language to support the development of communicative competence</li> <li>• select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback</li> <li>• construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register</li> <li>• notice and compare similarities and differences between the target language and English and/or other familiar languages</li> <li>• notice and compare their own beliefs, attitudes and practices and those reflected in the target culture</li> <li>• reflect on and evaluate the suitability of language choices for purpose, context and audience</li> <li>• reflect on learning, apply new understandings and identify future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented</li> <li>• locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age</li> <li>• plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience</li> <li>• construct spoken and written texts that present an argument, perspective or opinion</li> <li>• recognise that texts are culturally constructed, and analyse embedded cultural information</li> <li>• notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication</li> <li>• notice and compare beliefs, values and practices in target language texts to identify the author’s purpose and audience</li> <li>• reflect on and evaluate the appropriateness of their own and others’ language choices in target language texts for purpose, context and audience</li> <li>• reflect on and evaluate learning to evaluate and apply new understandings and future applications.</li> </ul>