By the end of Year 5, students explain how experiences in the environment. They understand how language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students analyse their writing, identifying and listing factors, list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct displays appropriate for the data.

Number and place value — identify and list factors, list multiples, round to meet a practical purpose, demonstrate and explain strategies for multiplication, record methods, use inverse relationships for division, compare methods for mental computation Fractions and decimals — compare and order unit fractions using diagrams and number lines, and add and subtract fractions with the same denominator Data — pose a question, plan data collection, collect, display and interpret data Chance — list outcomes of chance experiments and represent probabilities between 0 and 1.

Transformation of two-dimensional shapes and symmetry — describing translations, reflections and rotations, identifying line and rotational symmetry and applying the enlargement transformation. Multiplication — extending multiplication facts to include multiples of 10 and 100 and exploring strategies for multiplying two-digit numbers by a one-digit number. Financial mathematics — creating a simple budget to achieve a financial goal. Fractions — making connections between representations of numbers and extending knowledge of fractions beyond hundredths. Multiplication and division — investigating effective strategies for multiplication of large numbers by a two-digit number and for solving division problems that include remainders Chance — listing outcomes of chance experiments (sample space) and representing probabilities of outcomes using decimals and common fractions.

Angles — estimating, measuring and comparing angles using degrees. Shape — connecting 3D objects on number lines, comparing, ordering and representing decimals Equivalence — finding unknown quantities in problems involving multiplication and division Fractions — comparing and ordering unit fractions and investigating strategies to solve problems involving addition and subtraction of fractions with the same denominator. Units of measurement — choosing appropriate units of measurement for length, area, volume, capacity and mass.

Decimals — linking fractions to our place value system, working with decimals to thousandths and beyond, locating decimals on number lines, comparing, ordering and representing decimals Algebra — using equivalent number sentences involving multiplication and division to find the value of unknowns Data and statistics — collecting and displaying data, posing questions about data, identifying and justifying best choice for representing data, comparing data representations.

Fractions — describing, continuing and applying appropriate units, identifying 12 hour times, reading and converting 24 hour location — investigating local maps, constructing maps, exploring routes, calculating time & distance. Financial plans — distinguishing between goods & services, creating a balanced plan 3D objects — connecting 3D objects with 2D representations, constructing 3D objects using nets, drawing 3D objects from different viewpoints. Perimeter and area — estimating and calculating perimeter & area of rectangles units and applying strategies to solve problems.
### HISTORY  YR5

#### HISTORY UNIT 1: COLONIAL AUSTRALIA

**Exploring the development of British colonies in Australia**

**Inquiry question/s:**
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What do we know about the lives of people in Australia’s colonial past and how do we know?

**In this unit students:**
- recognise key events in Australia of the 1800s
- appreciate how Australians came to live together and were governed overtime
- sequence key events related to the development of British colonies in Australia.
- investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Moreton Bay colony in Queensland,
- use provided sources to examine and describe aspects of daily life in the early to mid-1800s
- use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.

#### HISTORY UNIT 2: LIVING IN THE 1800S

**Investigating the colonial period in Australia**

**Inquiry question/s:**
- What were the significant events and who were the significant people that shaped Australian colonies?
- What do we know about the lives of people in Australia’s colonial past and how do we know?

**In this unit students:**
- recognise key events in Australia of the 1800s
- appreciate how Australians came to live together and were governed overtime investigate the causes and effects of significant developments or events affecting development of the Queensland colony, for example, frontier conflicts and the Gold Rush.
- pose questions about the reasons people migrated to Australia from Europe and Asia
- use provided sources to examine and describe the experiences of and the contributions of significant individuals or groups to life in the colonies
- compose and present a description of the contribution of a significant individual or group to shaping colonial Australia.
### Term 1

**POLITICAL AND ECONOMIC SYSTEMS**
Communities have developed decision-making systems that include principles and values formed over time.

- **PES1:** Australia’s government system are based on principles of democracy, including selected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States.
  - e.g. democracy in Athens; parliamentary systems from Britain; written constitution from the United States.

- **PES2:** Australia’s legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system.
  - e.g. children are protected by child safety laws, transport and education regulations: the personnel from government bodies such as the Commission for Children and Young People and Child Guardian and community organisations such as Kids Help Line help to make these laws work.

- **PES3:** Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited.
  - e.g. using resources for things that are needed for survival, and also for things that make life enjoyable.

### Term 2

**PLACE AND SPACE**
Environments are defined and changed by interactions between people and places.

- **PS2:** Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere.
  - e.g. population increases that cause overcrowding, habitat removal, water shortages and air pollution.

- **PS3:** Physical features of environments influence ways in which people live and work in communities.
  - e.g. climate affects housing design and leisure activities; natural resources may determine employment opportunities.

### Term 3

**CULTURE AND IDENTITY**
Communities contain cultures and groups that contribute to diversity and influence cohesion.

- **CI1:** Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities.
  - e.g. Queenslanders participate in a range of celebrations such as NAIDOC Week, Chinese New Year, Greek and Italian festivals, Mabo Day and Queensland Day.

### Term 4

**POLITICAL AND ECONOMIC SYSTEMS**
Communities have developed decision-making systems that include principles and values formed over time.

- **PES4:** Australia is connected to other countries in 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.
Expressing and developing ideas

- Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words
- Learning that many complex words were originally hyphenated but have become ‘prefixed’ as in ‘uncommon’, ‘renew’ ‘email’ and ‘refine’
- Talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example ‘policewoman’, ‘salesperson’; ‘air hostess’/’steward’ or ‘flight attendant’
- Recognising uncommon plurals, for example ‘foci’
- Using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals

Suggested Framework from C2C

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