



Australian Curriculum mapping for Year 5 and Year 6

Paying It Forward Year 5 and Year 6 resources are mapped to the Australian curriculum.




Last updated 15 July 2020





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See also:

- NSW syllabuses mapping for Year 5 and Year 6
- Victorian curriculum mapping for Year 5 and Year 6
- Western Australia curriculum mapping for Year 5 and Year 6

Along with these accessible versions, which you can either print or use online, we also have the same mapping available as PDFs:

- [Australian Curriculum unit mapping for Years 5 and 6 \(PDF, 216KB\)](#) 
- [Australian Curriculum mapping for topic 1 Years 5 and 6 \(PDF, 170KB\)](#) 
- [Australian Curriculum mapping for topic 2 Years 5 and 6 \(PDF, 171KB\)](#) 

- [Australian Curriculum mapping for topic 3 Years 5 and 6 \(PDF, 165KB\)](#) 
- [Australian Curriculum mapping for topic 4 Years 5 and 6 \(PDF, 176KB\)](#) 
- [Australian Curriculum mapping for topic 5 Years 5 and 6 \(PDF, 181KB\)](#) 
- [Australian Curriculum mapping for topic 6 Years 5 and 6 \(PDF, 176KB\)](#) 

Unit mapping



Mapping for topic 1



Mapping for topic 2



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Unit mapping

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Unit mapping for Year 5

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Unit mapping for Years 5 and 6

Unit mapping for general capabilities

The following maps the Australian Curriculum to the Paying It Forward Year 5 and Year 6 resources.

Unit mapping for Year 5

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) – topics 5, 6

Expressing and developing ideas

- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – topics 5, 6
- 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) – topics 5, 6
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in

different contexts (ACELA1512) – topics 5, 6

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) – topics 1, 2, 3, 4, 5
- Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – topics 1, 2, 3, 4, 5, 6
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) – topics 5, 6

Interpreting, analysing, evaluation

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – topics 1, 2

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) – topics 5, 6
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705) – topics 5, 6
- 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) – topic 6

Mathematics

Number and place value

- Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099) – topic 5
- Solve problems involving division by a one-digit number, including those that result in a remainder (ACMNA101) – topic 3

- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) – topics 3, 5
- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) – topic 5

Fractions and decimals

- Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) – topic 3
- Recognise that the place value system can be extended beyond hundredths (ACMNA104) – topic 3
- Compare, order and represent decimals (ACMNA105) – topic 3

Money and financial mathematics

- Create simple financial plans (ACMNA106) – topics 4, 5

Location and transformation

- Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113) – topic 4

Data representation and interpretation

- Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) – topic 4
- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) – topic 4

HASS

Researching

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – topics 1, 2, 4, 5
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI096) – topics 1, 2, 4

Analysing

- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099) – topics 3, 4,
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) – topics 2, 3, 4

Evaluating and reflecting

- Evaluate evidence to draw conclusions (ACHASSI101) – topics 3, 4
- Work in groups to generate responses to issues and challenges (ACHASSI102) – topics 1, 3, 4, 5
- Use criteria to make decisions and judgments and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) – topic 5
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) – topics 2, 4

Communicating

- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105) – topics 1, 4, 6

Civics and citizenship

- The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113) – topic 4
- The key values that underpin Australia's democracy (ACHASSK115) – topic 1
- How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118) – topic 2

Economics and business

- The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) – topics 4, 5

- Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) – topic 5

Move on this page to:

Unit mapping for Year 6

English

Text structure and organisation

- Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activities 5, 6

Expressing and developing ideas

- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activities 5, 6
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activities 5, 6
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) – activities 5, 6

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) – activities 1, 2, 3, 4, 5
- 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) – activities 1, 2, 3, 4, 5, 6
- 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) – activities 5, 6

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) – activities 1, 2

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) – activities 5, 6
- Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715) – activity 6
- Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) – activity 6

Mathematics

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) – activities 3, 4, 5

Fractions and decimals

- Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) – activity 3
- Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) – activity 3
- Make connections between equivalent fractions, decimals and percentages (ACMNA131) – activities 3, 5

Patterns and algebra

- Explore the use of brackets and order of operations to write number sentences (ACMNA134) – activity 5

Location and transformation

- Introduce the Cartesian coordinate system using all four quadrants (ACMMG143) – activity 4

Data representation and interpretation

- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) – activity 4

HASS

Researching

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activities 1, 2, 4, 5
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI124) – activities 1, 2, 4

Analysing

- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) – activities 3, 4, 5
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) – activities 2, 3, 4

Evaluating and reflecting

- Evaluate evidence to draw conclusions (ACHASSI129) – activities 3, 4
- Work in groups to generate responses to issues and challenges (ACHASSI130) – activities 1, 4, 5
- Use criteria to make decisions and judgments and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) – activity 5
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activities 2, 5

Communicating

- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) – activities 1, 4, 6

Civics and citizenship

- The roles and responsibilities of Australia's three levels of government (ACHASSK144) – activity 2
- Where ideas for new laws can come from and how they become law (ACHASSK146) – activity 1
- The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) – activity 1

Economics and business

- How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) – activities 4, 5

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Unit mapping for Years 5 and 6

Health and Physical Education

- Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) – activity 2
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) – activities 2, 4
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 1, 2, 3, 4, 5, 6

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Unit mapping for general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activities 1, 2, 5
- 1.2 Navigate, read and view learning area texts – activities 1, 2, 5
- 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 4, 5

- 1.4 Interpret and analyse learning area texts – activities 1, 2, 3, 5

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activities 1, 3, 5, 6
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 1, 3, 5, 6
- 2.3 Use language to interact with others – activities 1, 2, 3, 4, 5, 6
- 2.4 Deliver presentations – activities 5, 6

Text knowledge element

- 3.1 Use knowledge of text structures – activities 5, 6
- 3.2 Use knowledge of text cohesion – activities 5, 6

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – activities 5, 6
- 4.2 Use knowledge of words and word groups – activities 5, 6
- 4.3 Express opinion and point of view – activities 5, 6

Word knowledge element

- 5.1 Understand learning area vocabulary – activities 1, 2, 5, 6
- 5.2 Use spelling knowledge – activities 5, 6

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activity 6

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 3, 4, 5
- 1.2 Estimate and calculate – activities 3, 4, 5
- 1.3 Use money – activities 3, 4, 5

Using fractions, decimals, percentages, ratios and rates element

- 3.1 Interpret proportional reasoning – activity 5
- 3.2 Apply proportional reasoning – activity 5

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – activities 2, 4

Interpreting statistical information element

- 5.1 Interpret data displays – activities 2, 4, 5, 6

Information and Communication Technology capability (ICT)

Applying social and ethical protocols and practices when using ICT element

- 1.1 Recognise intellectual property – activity 4

Investigating with ICT element

- 2.1 Define and plan information searches – activities 1, 4, 5, 6
- 2.2 Locate, generate and access data and information – activities 1, 2, 4, 5, 6
- 2.3 Select and evaluate data and information – activities 1, 4, 5, 6

Creating with ICT element

- 3.1 Generate ideas, plans and processes – activities 2, 6
- 3.2 Generate solutions to challenges and learning area tasks – activities 5, 6

Managing and operating ICT element

- 5.1 Select and use hardware and software – activities 2, 4, 5, 6

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activities 1, 2, 4
- 1.3 Organise and process information – activities 1, 2, 4

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – activities 2, 3, 4
- 2.2 Consider alternatives – activities 3, 4

- 2.3 Seek solutions and put ideas into action – activities 3, 4

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – activities 3, 5
- 3.2 Reflect on processes – activities 3, 5
- 3.3 Transfer knowledge into new contexts – activities 2, 3

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activities 4, 5
- 4.2 Draw conclusions and design a course of action – activities 4, 5
- 4.3 Evaluate procedures and outcomes – activity 5

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activities 2, 5
- 1.2 Recognise personal qualities and achievements – activities 1, 6
- 1.4 Develop reflective practice – activity 6

Self-management element

- 2.2 Develop self-discipline and set goals – activity 5

Social awareness element

- 3.2 Contribute to civil society – activities 2, 5, 6
- 3.3 Understand relationships – activity 1

Social management element

- 4.1 Communicate effectively – activities 1, 5, 6
- 4.2 Work collaboratively – activities 1, 2, 4, 5, 6
- 4.3 Make decisions – activities 1, 2, 4
- 4.4 Negotiate and resolve conflict – activity 1
- 4.5 Develop leadership skills – activity 1

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 2, 3, 4
- 1.2 Explore ethical concepts in context – activities 2, 3, 4, 6

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activities 2, 3, 4
- 2.2 Consider consequences – activity 2
- 2.3 Reflect on ethical action – activities 2, 4

Exploring values, rights and responsibilities element

- 3.1 Examine values – activities 1, 6
- 3.2 Explore rights and responsibilities – activities 1, 4, 6
- 3.3 Consider points of view – activity 4

Intercultural understanding

Recognising culture and developing respect element

- 1.3 Develop respect for cultural diversity – activities 1, 4, 6

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Mapping for topic 1

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Mapping for topic 1 Year 5

Mapping for topic 1 Year 6

Mapping for topic 1 Year 5 and 6

General capabilities for mapping topic 1

The following maps Paying It Forward, Year 5 and Year 6, Topic 1: Community rights and responsibilities to the Australian curriculum.

Mapping for topic 1 Year 5

English

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) – activities 2, 3, 4, 6, 7
- Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 1, 2, 3, 4, 7

Interpreting, analysing, evaluation

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – activities 3, 6

HASS

Inquiry and skills

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – activity 7
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI096) – activities 3, 4, 7
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105) – activities 3, 7

Civics and citizenship

- The key values that underpin Australia's democracy (ACHASSK115) – activities 3, 4, 5, 7

Move on this page to:

Mapping for topic 1 Year 6

English

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) – activities 2, 3, 4, 7
- 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) – activities 1, 2, 3, 4, 7

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) – activities 3, 6

HASS

Inquiry and skills

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activity 7
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI124) – activities 3, 4, 7
- Work in groups to generate responses to issues and challenges (ACHASSI130) – activity 7
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) – activities 3, 7

Civics and citizenship

- Where ideas for new laws can come from and how they become law (ACHASSK146) – 5, 6
- The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) – activities 2, 3, 4, 5,

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Mapping for topic 1 Year 5 and 6

Health and Physical Education

- Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060) – activity 7
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 1, 7, 8

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General capabilities for mapping topic 1

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activity 7
- 1.2 Navigate, read and view learning area texts – activity 7
- 1.3 Listen and respond to learning area texts – activities 1, 3, 5, 6
- 1.4 Interpret and analyse learning area texts – activities 3, 6

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activities 4, 7
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 4, 7
- 2.3 Use language to interact with others – activities 1, 4, 7

Word knowledge element

- 5.1 Understand learning area vocabulary – activities 3, 7

Information and Communication Technology Capability (ICT)

Investigating with ICT element

- 2.1 Define and plan information searches – activity 7
- 2.2 Locate, generate and access data and information – activity 7
- 2.3 Select and evaluate data and information – activity 7

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activity 7
- 1.3 Organise and process information – activity 7

Personal and social capability

Self-awareness element

- 1.2 Recognise personal qualities and achievements – activity 8
- 1.4 Develop reflective practice – activity 8

Social awareness element

- 3.3 Understand relationships – activity 1

Social management element

- 4.1 Communicate effectively – activity 1
- 4.2 Work collaboratively – activities 1, 2, 4, 7, 8
- 4.3 Make decisions – activities 1, 7
- 4.4 Negotiate and resolve conflict – activity 1
- 4.5 Develop leadership skills – activity 1

Ethical understanding

Exploring values, rights and responsibilities element

- 3.1 Examine values – activities 3, 7
- 3.2 Explore rights and responsibilities – activities 2, 4, 5

Intercultural understanding

Recognising culture and developing respect element

- 1.3 Develop respect for cultural diversity – activity 7

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Mapping for topic 2

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Mapping for topic 2 Year 5

Mapping for topic 2 Year 6

Mapping for topic 2 Year 5 and 6

Mapping for topic 2 general capabilities

The following maps Paying It Forward, Year 5 and Year 6, Topic 2: Community support to the Australian curriculum.

Mapping for topic 2 Year 5

English

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) – activities 1, 2, 3, 4
- Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 1, 4, 5, 6, 7

Interpreting, analysing, evaluation

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) – activities 2, 3, 4

HASS

Inquiry and skills

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – activity 5

- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI096) – activity 5
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) – activity 5
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) – activity 2

Civics and citizenship

- How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118) – activities 1, 2, 6

Move on this page to:

Mapping for topic 2 Year 6

English

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) – activities 1, 2, 3, 4
- 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) – activities 1, 4, 5, 6, 7

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) – activities 2, 3, 4

HASS

Inquiry and skills

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activity 5
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI124) – activity 5
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) – activity 5
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activity 2

Civics and citizenship

- The roles and responsibilities of Australia's three levels of government (ACHASSK144) – activity 3

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Mapping for topic 2 Year 5 and 6

Health and Physical Education

- Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) – activity 6
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) – activity 6
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activity 6

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Mapping for topic 2 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activity 5

- 1.2 Navigate, read and view learning area texts – activity 5
- 1.3 Listen and respond to learning area texts – activities 2, 3, 4
- 1.4 Interpret and analyse learning area texts – activities 3, 4

Composing texts through listening, reading, and viewing element

- 2.3 Use language to interact with others – activities 1, 6

Word knowledge element

- 5.1 Understand learning area vocabulary – activities 2, 3
- 5.2 Use spelling knowledge

Numeracy

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – activity 5

Information and Communication Technology Capability (ICT)

Investigating with ICT element

- 2.2 Locate, generate and access data and information – activity 5

Creating with ICT element

- 3.1 Generate ideas, plans and processes – activity 4

Managing and operating ICT element

- 5.1 Select and use hardware and software – activity 4

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activity 5
- 1.3 Organise and process information – activity 5

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – activity 4

Reflecting on thinking and processes element

- 3.3 Transfer knowledge into new contexts – activity 4

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activity 4

Personal and social capability

Self-awareness element

- 1.1 Recognise emotions – activity 1

Social awareness element

- 3.2 Contribute to civil society – activities 1, 2

Social management element

- 4.2 Work collaboratively – activities 1, 5, 6
- 4.3 Make decisions – activities 5, 6

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 1, 2, 7
- 1.2 Explore ethical concepts in context – activities 1, 2, 7

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activity 1
- 2.2 Consider consequences – activities 1, 2
- 2.3 Reflect on ethical action – activity 7

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QC 63140

Mapping for topic 3

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Mapping for topic 3 Year 5

Mapping for topic 3 Year 6

Mapping for topic 3 Year 5 and 6

Mapping for topic 3 general capabilities

The following maps Paying It Forward, Year 5 and Year 6, Topic 3: Collecting tax fairly to the Australian curriculum.

Mapping for topic 3 Year 5

English

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) – activities 2, 4
- Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 3, 5

Mathematics

- Solve problems involving division by a one-digit number, including those that result in a remainder (ACMNA101) – activity 4
- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) – activity 4
- Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) – activity 2
- Recognise that the place value system can be extended beyond hundredths (ACMNA104) – activity 2
- Compare, order and represent decimals (ACMNA105) – activity 2

HASS

Inquiry and skills

- Examine different viewpoints on issues in the present (ACHASSI099) – activities 3, 4
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) – activities 3, 4
- Evaluate evidence to draw conclusions (ACHASSI101) – activity 5

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Mapping for topic 3 Year 6

English

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) – activities 2, 4
- 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) – activities 3, 5

Mathematics

- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) – activities 3, 4
- Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) – activity 2
- Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) – activity 2
- Make connections between equivalent fractions, decimals and percentages (ACMNA131) – activity 2

HASS

Inquiry and skills

- Examine different viewpoints on issues in the present (ACHASSI127) – activities 3, 4
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) – activities 3, 4
- Evaluate evidence to draw conclusions (ACHASSI129) – activity 5

Move on this page to:

Mapping for topic 3 Year 5 and 6

Health and Physical Education

- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 3, 5

Move on this page to:

Mapping for topic 3 general capabilities

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 4
- 1.4 Interpret and analyse learning area texts – activity 4

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activity 5
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 5
- 2.3 Use language to interact with others – activities 3, 5

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 2, 3, 4
- 1.2 Estimate and calculate – activities 3, 4
- 1.3 Use money – activity 4

Critical and creative thinking

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – activity 3
- 2.2 Consider alternatives – activity 5
- 2.3 Seek solutions and put ideas into action – activities 3, 5

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – activities 3, 6
- 3.2 Reflect on processes – activity 3
- 3.3 Transfer knowledge into new contexts – activities 4, 5

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activities 2, 3, 4, 5
- 4.2 Draw conclusions and design a course of action – activities 3, 5
- 4.3 Evaluate procedures and outcomes – activity 3

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 2, 3
- 1.2 Explore ethical concepts in context – activity 2

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activities 3, 4, 5

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Mapping for topic 4

Last updated 15 July 2020

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Mapping for topic 4 Year 5

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Mapping for topic 4 Year 5 and 6

General capabilities for mapping topic 4

The following maps *Paying It Forward*, Year 5 and Year 6, Topic 4: Responsible government spending to the Australian curriculum.

Mapping for topic 4 Year 5

English

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) – activities 1, 2, 3
- Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 2, 3, 4

Mathematics

- Create simple financial plans (ACMNA106) – activity 5
- Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113) – activity 5
- Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) – activity 3
- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) – activities 3, 5

HASS

Inquiry and skills

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – activity 5
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI096) – activity 5
- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099) – activities 1, 2, 3, 4

- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) – activities 2, 3, 5
- Evaluate evidence to draw conclusions (ACHASSI101) – activity 3
- Work in groups to generate responses to issues and challenges (ACHASSI102) – activities 4, 5
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activity 4
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105) – activity 5

Economics and Business

- The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) – activities 1, 2, 3, 4, 5

Geography

- The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113) – activities 5, 6

Move on this page to:

Mapping for topic 4 Year 6

English

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) – activities 1, 2, 3, 4
- 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) – activities 3, 4, 5, 6

Mathematics

- Introduce the Cartesian coordinate system using all four quadrants (ACMMG143) – activity 5
- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) – activity 4

HASS

Inquiry and skills

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activity 5
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline appropriate conventions (ACHASSI124) – activity 5
- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) – activities 1, 2, 3, 4
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128) – activities 3, 4
- Evaluate evidence to draw conclusions (ACHASSI129) – activity 5
- Work in groups to generate responses to issues and challenges (ACHASSI130) – activity 5
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activity 4
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133) – activity 5

Economics and business

- How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) – activities 1, 2, 3, 4, 5

Move on this page to:

Mapping for topic 4 Year 5 and 6

Health and Physical Education

- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059) – activity 5
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) – activities 4, 5, 6

Move on this page to:

General capabilities for mapping topic 4

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.3 Listen and respond to learning area texts – activities 1, 2, 3

Composing texts through listening, reading, and viewing element

- 2.3 Use language to interact with others – activities 2, 3, 4

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 4, 5
- 1.2 Estimate and calculate – activity 4
- 1.3 Use money – activities 4, 5

Using spatial reasoning element

- 4.2 Interpret maps and diagrams – activity 5

Interpreting statistical information element

- 5.1 Interpret data displays – activities 2, 3, 5

Information and Communication Technology CAPABILITY (ICT)

Applying social and ethical protocols and practices when using ICT element

- 1.1 Recognise intellectual property – activity 5

Investigating with ICT element

- 2.1 Define and plan information searches – activity 5
- 2.2 Locate, generate and access data and information – activity 5
- 2.3 Select and evaluate data and information – activity 5

Managing and operating ICT element

- 5.1 Select and use hardware and software – activity 5

Critical and creative thinking

Inquiring – Identifying, exploring and organising information and ideas element

- 1.2 Identify and clarify information and ideas – activity 5
- 1.3 Organise and process information – activity 5

Generating ideas, possibilities and actions element

- 2.1 Imagine possibilities and connect ideas – activities 4, 5
- 2.2 Consider alternatives – activities 4, 5
- 2.3 Seek solutions and put ideas into action – activities 4, 5

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – activity 1

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activities 1, 4
- 4.2 Draw conclusions and design a course of action – activities 4, 5

Personal social capability

Social management element

- 4.2 Work collaboratively – activity 5
- 4.3 Make decisions – activity 5

Ethical understanding

Understanding ethical concepts and issues element

- 1.1 Recognise ethical concepts – activities 2, 3, 4, 5
- 1.2 Explore ethical concepts in context - activities 4, 5

Reasoning in decision making and actions element

- 2.1 Reason and make ethical decisions – activity 4
- 2.3 Reflect on ethical action – activity 4

Exploring values, rights and responsibilities element

- 3.2 Explore rights and responsibilities – activity 3
- 3.3 Consider points of view – activity 4

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Mapping for topic 5

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Mapping for topic 5 Year 5 and 6

General capabilities for mapping topic 5

The following maps Paying It Forward, Year 5 and Year 6, Topic 5: Savings and superannuation to the Australian curriculum.

Mapping for topic 5 Year 5

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) – activity 6

Expressing and developing ideas

- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – activity 6
- 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) – activity 6
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) – activity 6

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) - activities 1, 5
- Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) - activities 4, 6
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) - activities 6, 7

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) – activity 6
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705) – activity 6

Mathematics

- Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099) – activity 3
- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) - activities 2, 3, 4
- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) – activity 4
- Create simple financial plans (ACMNA106) – activity 2

HASS

Inquiry and skills

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) – activity 5

- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099) - activities 1, 4
- Work in groups to generate responses to issues and challenges (ACHASSI102) – activity 4
- Use criteria to make decisions and judgments and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) – activity 4
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) – activity 4

Economics and business

- The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) - activities 3, 4, 5
- Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) - activities 1, 2, 4

Move on this page to:

Mapping for topic 5 Year 6

English

Text structure and organisation

- Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activity 6

Expressing and developing ideas

- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activity 6
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activity 6
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) –

activity 6

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) - activities 1, 5
- 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) - activities 4, 6
- 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) - activities 6, 7

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) – activity 6
- Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715) – activity 6

Mathematics

- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) - activities 4, 5
- Make connections between equivalent fractions, decimals and percentages (ACMNA131) - activities 4, 5
- Explore the use of brackets and order of operations to write number sentences (ACMNA134) - activities 4, 5

HASS

Inquiry and skills

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123) – activity 5

- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127) - activities 1, 4
- Work in groups to generate responses to issues and challenges (ACHASSI130) – activity 4
- Use criteria to make decisions and judgments and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) – activity 4
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) – activity 4

Economics and business

- How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) - activities 2, 3, 4, 5

Move on this page to:

Mapping for topic 5 Year 5 and 6

Health and Physical Education

- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067) - activities 4, 6, 7

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General capabilities for mapping topic 5

Literacy

Comprehending texts through listening, reading, and viewing element

- 1.1 Comprehend texts – activity 5
- 1.2 Navigate, read and view learning area texts – activities 5, 6
- 1.3 Listen and respond to learning area texts – activities 1, 2, 3, 5, 6
- 1.4 Interpret and analyse learning area texts – activities 5, 6

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activity 6
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activity 6
- 2.3 Use language to interact with others – activities 1, 3, 4, 6
- 2.4 Deliver presentations – activity 7

Text knowledge element

- 3.1 Use knowledge of text structures – activity 6
- 3.2 Use knowledge of text cohesion – activity 6

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – activity 6
- 4.2 Use knowledge of words and word groups – activity 6
- 4.3 Express opinion and point of view – activity 6

Word knowledge element

- 5.1 Understand learning area vocabulary – activity 6
- 5.2 Use spelling knowledge – activity 6

Numeracy

Estimating and calculating with whole numbers element

- 1.1 Understand and use numbers in context – activities 3, 4, 5
- 1.2 Estimate and calculate – activities 3, 4, 5
- 1.3 Use money – activities 3, 5

Using fractions, decimals, percentages, ratios and rates element

- 3.1 Interpret proportional reasoning – activity 4
- 3.2 Apply proportional reasoning – activity 4

Information and Communication Technology Capability (ICT)

Investigating with ICT element

- 2.1 Define and plan information searches – activity 6
- 2.2 Locate, generate and access data and information – activity 6
- 2.3 Select and evaluate data and information – activity 6

Creating with ICT element

- 3.2 Generate solutions to challenges and learning area tasks – activity 7
- 5.1 Select and use hardware and software – activities 6, 7

Critical and creative thinking

Reflecting on thinking and processes element

- 3.1 Think about thinking (metacognition) – activity 3
- 3.2 Reflect on processes – activity 3

Analysing, synthesising and evaluating reasoning and procedures element

- 4.1 Apply logic and reasoning – activity 4
- 4.2 Draw conclusions and design a course of action – activities 3, 4
- 4.3 Evaluate procedures and outcomes – activity 4

Personal and social capability

Self-management element

- 2.2 Develop self-discipline and set goals – activity 2

Social awareness element

- 3.2 Contribute to civil society – activity 6

Social management element

- 4.1 Communicate effectively – activity 6
- 4.2 Work collaboratively – activity 6

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Mapping for topic 6

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Mapping for topic 6 Year 5 and 6

General capabilities for mapping topic 6

The following maps Paying It Forward, Year 5 and Year 6, Topic 6: Our ideal community to the Australian curriculum.

Mapping for topic 6 Year 5

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) – activities 2, 3

Expressing and developing ideas

- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) – activities 2, 3
- 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) – activities 2, 3
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) – activities 2, 3

Interacting with others

- Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) – activities 2, 3
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) – activity 4

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) – activities 2, 3
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705) – activities 1, 3
- 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) – activity 3

HASS

Inquiry and skills

- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and

nondigital representations and discipline-specific terms and conventions (ACHASSI105) – activities 3, 4

Move on this page to:

Mapping for topic 6 Year 6

English

Text structure and organisation

- Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) – activities 2, 3

Expressing and developing ideas

- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) – activities 2, 3
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523) – activities 2, 3
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) – activities 2, 3

Interacting with others

- 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) – activities 2, 3
- 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) – activity 4

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) – activities 2, 3

- Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715) – activities 1, 3
- Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) – activity 3

HASS

Inquiry and skills

- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and nondigital representations and discipline-specific terms and conventions (ACHASSI133) – activities 3, 4

Move on this page to:

Mapping for topic 6 Year 5 and 6

Health and Physical Education

- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMPO67) – activities 1, 2, 3, 4

Move on this page to:

General capabilities for mapping topic 6

Literacy

Composing texts through listening, reading, and viewing element

- 2.1 Compose texts – activities 1, 2, 3
- 2.2 Compose spoken, written, visual and multimodal learning area texts – activities 1, 2, 3
- 2.3 Use language to interact with others – activity 1
- 2.4 Deliver presentations – activity 4

Text knowledge element

- 3.1 Use knowledge of text structures – activities 1, 2, 3

- 3.2 Use knowledge of text cohesion – activities 1, 2, 3

Grammar knowledge element

- 4.1 Use knowledge of sentence structures – activities 1, 2, 3
- 4.2 Use knowledge of words and word groups – activities 1, 2, 3
- 4.3 Express opinion and point of view

Word knowledge element

- 5.1 Understand learning area vocabulary – activities 1, 2, 3
- 5.2 Use spelling knowledge – activities 1, 2, 3

Visual knowledge element

- 6.1 Understand how visual elements create meaning – activities 2, 3

Information and Communication Technology Capability (ICT)

Investigating with ICT element

- 2.1 Define and plan information searches – activity 1
- 2.2 Locate, generate and access data and information – activity 1
- 2.3 Select and evaluate data and information – activity 1

Creating with ICT element

- 3.1 Generate ideas, plans and processes – activity 1
- 3.2 Generate solutions to challenges and learning area tasks – activities 1, 2

Managing and operating ICT element

- 5.1 Select and use hardware and software – activities 2,3

Personal and social capability

Self-awareness element

- 1.2 Recognise personal qualities and achievements – activity 5
- 1.4 Develop reflective practice – activity 5

Self-management element

- 2.2 Develop self-discipline and set goals – activity 5

Social awareness element

- 3.2 Contribute to civil society – activity 3

Social management element

- 4.1 Communicate effectively – activity 4
- 4.2 Work collaboratively – activities 2,3, 5

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