

Maximus and the Australian Curriculum Yrs 4-6

English and Health & Physical Education Links

English

Year 4 Content Descriptions

Language

Language for interaction

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

Text structure and organisation

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)

Expressing and developing ideas

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)

Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)

Literature

Literature and context

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

Responding to literature

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)

Examining literature

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)

Creating literature

Create literary texts that explore students' own experiences and imagining (ACELT1607)

Create literary texts by developing storylines, characters and settings (ACELT1794)

Literacy

Interacting with others

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

Interpreting, analysing, evaluating

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)

Year 5 Content Descriptions**Language****Language for interaction**

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

Text structure and organisation

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

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)

Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)

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)

Literature**Literature and context**

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

Responding to literature

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

Examining literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)

Creating literature

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

Literacy

Texts in context

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

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 non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)

Interpreting, analysing, evaluating

Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

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)

Year 6 Content Descriptions

Language

Language for interaction

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

Text structure and organisation

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Understand the uses of commas to separate clauses (ACELA1521)

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)

Literature

Literature and context

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

Responding to literature

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)

Examining literature

Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)

Creating literature

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)

Literacy

Texts in context

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

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)

Interpreting, analysing, evaluating

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)

Analyse strategies authors use to influence readers (ACELY1801)

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)

Health and Physical Education

Personal, Social and Community Health

Years 3 and 4 Content Descriptions

Being healthy, safe and active

Explore how success, challenge and failure strengthen identities (ACPPS033)

Explore strategies to manage physical, social and emotional change (ACPPS034)

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)

Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)

Communicating and interacting for health and wellbeing

Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)

Investigate how emotional responses vary in depth and strength (ACPPS038)

Contributing to healthy and active communities

Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)

Years 5 and 6 Content Descriptions**Being healthy, safe and active**

Examine how identities are influenced by people and places (ACPPS051)

Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)

Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

Communicating and interacting for health and wellbeing

Practise skills to establish and manage relationships (ACPPS055)

Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)
