



# Victorian Curriculum

# Yearly Planner 2024

## Level 5

	Term 1	Term 2	Term 3	Term 4
<b>Reading and Viewing Language</b>	<p>Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <p>Investigate how the organisation of can be used to predict content and assist navigation</p> <p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</p> <p>Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals</p>	<p>Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <p>Investigate how the organisation of can be used to predict content and assist navigation</p> <p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</p> <p>Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals</p>	<p>Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <p>Investigate how the organisation of can be used to predict content and assist navigation</p> <p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</p> <p>Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals</p>	<p>Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <p>Investigate how the organisation of can be used to predict content and assist navigation</p> <p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</p> <p>Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals</p>
<b>Reading and Viewing Literature</b>	<p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in</p>	<p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p>	<p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p>	<p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p> <p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in</p>

	narratives, shape poetry, songs, anthems and odes			narratives, shape poetry, songs, anthems and odes
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<b>Reading and Viewing Literacy</b>	Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	Analyse the text structures and language features used in informative to meet the purpose of the text	Analyse the text structures and language features used in persuasive texts to meet the purpose of the text	Analyse the text structures and language features used in imaginative, texts to meet the purpose of the text
	<p>Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning</p> <p>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</p> <p>Use comprehension strategies to analyse information</p> <p><b>Reading linked with Writing Unit -</b></p> <p><b>Persuasive, Narrative and Book Report</b></p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p> <p>synthesising</p>	<p>Navigate and read informative texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning</p> <p>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</p> <p>Use comprehension strategies to analyse information</p> <p><b>Reading linked with Writing Unit -</b></p> <p><b>Recount - Autobiography</b></p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p> <p>synthesising</p> <p>identifying literal, inferential and evaluative levels of comprehension</p>	<p>Navigate and read persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning</p> <p>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</p> <p>Use comprehension strategies to analyse information</p> <p><b>Reading linked with Writing Unit -</b></p> <p><b>Persuasive</b></p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p> <p>synthesising</p> <p>identifying literal, inferential and evaluative levels of comprehension</p>	<p>Navigate and read imaginative texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning</p> <p>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</p> <p>Use comprehension strategies to analyse information</p> <p><b>Reading linked with Writing Unit -</b></p> <p><b>Narrative and Poetry - Cinquain, Free Verse, Ode, Anthem</b></p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p> <p>synthesising</p>

	<p>identifying literal, inferential and evaluative levels of comprehension</p> <p>critical thinking</p> <p>- Bloom's Taxonomy</p>	<p>critical thinking</p> <p>- Bloom's Taxonomy</p>	<p>critical thinking</p> <p>- Bloom's Taxonomy</p>	<p>identifying literal, inferential and evaluative levels of comprehension</p> <p>critical thinking</p> <p>- Bloom's Taxonomy</p>
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<p><b>Writing Language</b></p>	<p>Punctuation and grammar concepts following the Jolly Grammar 5 program</p> <p>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</p> <p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</p> <p>Noun groups/phrases and adjective groups/phrases</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</p> <p>Recognise and write less familiar words that share common letter patterns but have different pronunciations</p> <p>Understand correct use of apostrophes with common and proper nouns</p> <p>Recognise and write complex sentences</p> <p>Expand a description by combining a related set of nouns and adjectives</p>	<p>Punctuation and grammar concepts following the Jolly Grammar 5 program</p> <p>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</p> <p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</p> <p>Noun groups/phrases and adjective groups/phrases</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</p> <p>Recognise and write less familiar words that share common letter patterns but have different pronunciations</p> <p>Understand correct use of apostrophes with common and proper nouns</p> <p>Recognise and write complex sentences</p> <p>Expand a description by combining a related set of nouns and adjectives</p>	<p>Punctuation and grammar concepts following the Jolly Grammar 5 program</p> <p>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</p> <p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</p> <p>Noun groups/phrases and adjective groups/phrases</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</p> <p>Recognise and write less familiar words that share common letter patterns but have different pronunciations</p> <p>Understand correct use of apostrophes with common and proper nouns</p> <p>Recognise and write complex sentences</p> <p>Expand a description by combining a related set of nouns and adjectives</p> <p>Persuasive devices</p>	<p>Punctuation and grammar concepts following the Jolly Grammar 5 program</p> <p>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</p> <p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</p> <p>Noun groups/phrases and adjective groups/phrases</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</p> <p>Recognise and write less familiar words that share common letter patterns but have different pronunciations</p> <p>Understand correct use of apostrophes with common and proper nouns</p> <p>Recognise and write complex sentences</p> <p>Expand a description by combining a related set of nouns and adjectives</p> <p>Figurative language</p>
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<p><b>Writing Literature</b></p>	<p>Plan, draft and publish print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p>	<p>Plan, draft and publish print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p>	<p>Plan, draft and publish print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p>	<p>Plan, draft and publish print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p>
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	<p>including main idea, characterisation, setting, point of view and figurative language</p> <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experience</p>			<p>including main idea, characterisation, setting, point of view and figurative language</p> <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experience</p>
<b>Writing Literacy</b>	<p><b>Genre Writing</b></p> <p><b>Narrative – 3-week sprint</b></p> <p><b>Persuasive – 3-week sprint</b></p> <p><b>Report - Book</b></p> <p>Reread and edit personal and peer writing using agreed criteria</p> <p>Develop a handwriting style that is legible, fluent and automatic</p> <p>Use various software to construct, edit and publish written text</p>	<p><b>Genre Writing</b></p> <p><b>Recount – autobiography</b></p> <p>Reread and edit personal and peer writing using agreed criteria</p> <p>Develop a handwriting style that is legible, fluent and automatic</p> <p>Use various software to construct, edit and publish written text</p>	<p><b>Genre Writing</b></p> <p><b>Persuasive</b></p> <p>Reread and edit personal and peer writing using agreed criteria</p> <p>Develop a handwriting style that is legible, fluent and automatic</p> <p>Use various software to construct, edit and publish written text</p>	<p><b>Genre Writing</b></p> <p><b>Narrative</b></p> <p><b>Poetry – Cinquain, free verse, ode, anthem</b></p> <p>Reread and edit personal and peer writing using agreed criteria</p> <p>Develop a handwriting style that is legible, fluent and automatic</p> <p>Use various software to construct, edit and publish written text</p>
<b>Speaking and Listening Language</b>	<p>Understand that the pronunciation, spelling and meanings of words have histories and change over time</p>	<p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view</p>	<p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships</p>	<p>Understand that the pronunciation, spelling and meanings of words have histories and change over time</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view</p> <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships</p>
<b>Speaking and Listening Literature</b>	<p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p>	<p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p>	<p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p>	<p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p>
<b>Speaking and Listening</b>	<p>Participating in oral presentations, informal conversations and</p>	<p>Participating in oral presentations, informal conversations and</p>	<p>Plan, rehearse and deliver presentations for</p>	<p>Plan, rehearse and deliver presentations for</p>

<b>Literacy</b>	discussions	discussions	defined audiences and purposes	defined audiences and purposes
	Speaking clearly and to the point	Speaking clearly and to the point	Participating in informal conversations and discussions	Participating in informal conversations and discussions
	Pausing in appropriate places for others to respond	Pausing in appropriate places for others to respond	Speaking clearly and to the point	Speaking clearly and to the point
	Asking pertinent questions linking students' own responses to the contributions of others	Asking pertinent questions linking students' own responses to the contributions of others	Pausing in appropriate places for others to respond	Pausing in appropriate places for others to respond
	Vocabulary and sentence structures for particular purposes	Vocabulary and sentence structures for particular purposes	Asking pertinent questions linking students' own responses to the contributions of others	Asking pertinent questions linking students' own responses to the contributions of others

	Appropriate one, volume, pitch and pace	Tone, volume, pitch and pace	Vocabulary and sentence structures for particular purposes	Vocabulary and sentence structures for particular purposes
	Making constructive comments that keep conversation moving	Making constructive comments that keep conversation moving	Tone, volume, pitch and pace	Tone, volume, pitch and pace
	Reviewing ideas expressed and conveying tentative conclusions	Reviewing ideas expressed and conveying tentative conclusions	Making constructive comments that keep conversation moving	Making constructive comments that keep conversation moving
			Reviewing ideas expressed and conveying tentative conclusions	Reviewing ideas expressed and conveying tentative conclusions

<b>Number and Algebra</b>	Place Value Patterns and Algebra Operations Money	Place Value Patterns and Algebra Fractions Decimals	Place Value Patterns and Algebra Operations  (Using relationship between the four operations)	Place Value Patterns and Algebra Fractions Decimals Operations  Revision

<b>Measurement and Geometry</b>	Time Measurement - Length, Area, Perimeter	Time	Shape Geometric Reasoning Transformation Measurement - Length, Area, Perimeter	Measurement - Volume, Capacity, Mass Shape and Location  Revision

<b>Statistics and Probability</b>		Data Representation and Interpretation	Data Representation and Interpretation	Chance and Probability  Revision

<p><b>Global Studies</b> Health, Science, The Technologies, Critical and Creative Thinking, The Arts, The Capabilities and The Humanities</p>	<p><b>Community</b> Making Democracy MAPPEN</p> <p>With a focus on exploring:</p> <ul style="list-style-type: none"> <li>- Personal and Social (simultaneously covered through Learning to Learn Program</li> <li>- Civics and Citizenship</li> <li>- Critical and Creative Thinking</li> </ul>	<p><b>Social Justice</b> Care for the Kids MAPPEN</p> <p>With a focus on exploring:</p> <ul style="list-style-type: none"> <li>- Critical and Creative Thinking</li> <li>- Civics and Citizenship</li> <li>- Personal and Social</li> </ul>	<p><b>Sustainability</b> Think Global Act Local MAPPEN</p> <p>With a focus on exploring:</p> <ul style="list-style-type: none"> <li>- Geography</li> <li>- Intercultural</li> </ul>	<p><b>Connections</b> Data and Decisions MAPPEN</p> <p>With a focus on exploring:</p> <ul style="list-style-type: none"> <li>- Economics and Business</li> </ul>
<p><b>Wellbeing, and Health - Puberty Only</b> The Capabilities and Health</p> <p>Refer to Wellbeing Scope and Sequence</p>	<p>Learning to Learn Program</p> <p>Respectful Relationships</p>	<p>Respectful Relationships</p> <p>Puberty</p>	<p>Respectful Relationships</p>	<p>Respectful Relationships</p>