# Australian Curriculum Mapping: 2040 – Finding Out About 2040 – Years 5 & 6

## Year 5 English

* 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](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11579&elaborations=true&cd=ACELY1796&searchTerm=ACELY1796#dimension-content))
* Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11579&elaborations=true&cd=ACELY1703&searchTerm=ACELY1703#dimension-content))
* 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](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11579&elaborations=true&cd=ACELY1704&searchTerm=ACELY1704#dimension-content)).

## Year 6 English

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11580&elaborations=true&cd=ACELY1709&searchTerm=ACELY1709#dimension-content))
* 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](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11580&elaborations=true&cd=ACELY1816&searchTerm=ACELY1816#dimension-content))
* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ([ACELY1713](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11580&elaborations=true&cd=ACELY1713&searchTerm=ACELY1713#dimension-content))
* 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](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11580&elaborations=true&cd=ACELY1714&searchTerm=ACELY1714#dimension-content)).

## Years 5 & 6 Design and Technologies

* Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use ([ACTDEK019](https://www.australiancurriculum.edu.au/f-10-curriculum/technologies/design-and-technologies/?strand=Design+and+Technologies+Knowledge+and+Understanding&strand=Design+and+Technologies+Processes+and+Production+Skills&capability=ignore&priority=ignore&year=12975&elaborations=true&cd=ACTDEK019&searchTerm=ACTDEK019#dimension-content)).

## Years 5 & 6 Media Arts

* Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text ([ACAMAM062](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/?&capability=ignore&priority=ignore&year=12739&elaborations=true&cd=ACAMAM062&searchTerm=ACAMAM062#dimension-content))
* Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks ([ACAMAR065](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/media-arts/?&capability=ignore&priority=ignore&year=12739&elaborations=true&cd=ACAMAR065&searchTerm=ACAMAR065#dimension-content)).

## Relevant parts of Year 5 English achievement standards

* Students create imaginative, informative and persuasive texts for different purposes and audiences. They contribute actively to class and group discussions, taking into account other perspectives.

## Relevant parts of Year 6 English achievement standards

* Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They contribute actively to class and group discussions, using a variety of strategies for effect.

## Relevant parts of Year 5 & 6 Design and Technologies achievement standards

* Students explain how social, ethical, technical and sustainability considerations influence the design of solutions to meet a range of present and future needs.

## Relevant parts of Year 5 & 6 Media Arts achievement standards

* Students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places.

Syllabus outcomes: [EN3-1A, EN3-2A, EN3-3A,](http://syllabus.bostes.nsw.edu.au/english/english-k10/content-and-outcomes/) [ST3-14BE, ST3-15I, ST3-16P](http://syllabus.bostes.nsw.edu.au/science/science-k10/outcomes/).

General capabilities: [Critical and creative thinking](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/).

Cross-curriculum priority: [Sustainability OI.2, OI.6, OI.7, OI.8, OI.9](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/).