# Australian Curriculum Mapping: 2040 – Taking Action For Your 2040 – Years 5 & 6

## Year 5 English

* Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements [(ACELY1700)](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11579&elaborations=true&cd=ACELY1700&searchTerm=ACELY1700#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

* 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)](https://www.australiancurriculum.edu.au/f-10-curriculum/english/?strand=Language&strand=Literature&strand=Literacy&capability=ignore&priority=ignore&year=11580&elaborations=true&cd=ACELY1710&searchTerm=ACELY1710#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)
* 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)

## 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)
* Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques [(ACTDEP025)](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=ACTDEP025&searchTerm=ACTDEP025#dimension-content)

## Relevant parts of Years 5 English achievement standards

* Students create imaginative, informative and persuasive texts for different purposes and audiences, and make presentations which include multimodal elements for defined purposes. Students contribute actively to class and group discussions.

## Relevant parts of Years 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 Years 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. Students generate and record design ideas for specified audiences using appropriate technical terms, and graphical and non-graphical representation techniques.

Syllabus outcomes: [EN3-1A, EN3-2A,](http://syllabus.bostes.nsw.edu.au/english/english-k10/content-and-outcomes/) [ST3-14BE, ST3-15I, ST3-16P, ST3-5WT](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.6., OI.8](https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/)