



This year, our 3-6 teachers have been implementing the new English and Mathematics Syllabus. The new curriculum gives students more time to focus on key concepts so they can acquire a deeper understanding of essential knowledge and skills. It ensures students develop strong foundations for learning as they prepare for life and work in a complex and fast-changing world.

The new syllabuses emphasise key concepts, identify essential knowledge and skills and include new outcomes to clearly show what is essential. To reflect the outcomes of the new English and Mathematics syllabuses, the language of the Semester 1 reports will change.

The new areas which will be reported on in Stage 3 English are as follows:

Oral language and communication:

Focuses on using speaking and listening skills to communicate with a wide range of audiences for differing social and learning purposes.

Vocabulary:

Focuses on extending knowledge and use of words through interacting, wide reading and writing, and by defining and analysing words.

Reading Comprehension:

Focusing on fluently reading and comprehending texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension.

Creating Written Texts:

Focuses on planning, creating and revising written texts for different purposes, using text features, correct grammar, punctuation and appropriate language for a particular audience

Spelling:

Focuses on automatically applying taught generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words.

Handwriting:

Focuses on sustaining a legible, fluent and automatic handwriting style.



Digital Transcription:

Focuses on selecting digital technologies to suit audience and purpose to create texts

Understanding and Responding to Literature:

Focuses on analysing how authors craft sentences and structure text in purposeful and effective ways, so these representations can then be effectively applied when creating texts.

At St Nicholas we have been navigating the new Mathematics curriculum using the Armidale Diocesan MaST program, which follows a Scope and Sequence of content, introducing areas of focus in a targeted manner throughout the school year to support and extend children's learning at various levels of development. As a result, not all of the NSW curriculum focus areas will appear on student reports in Semester 1.

Year 5 Focus Areas - Mathematics

Three-dimensional spatial structure

3D Objects:

Visualises, sketches and constructs three-dimensional objects, including prisms and pyramids, making connections to two-dimensional representations

3D objects: Compare, describe and name prisms and pyramids

- Compare properties of prisms and pyramids
- Name prisms and pyramids according to the shape of their base

3D objects: Connect three-dimensional objects with two-dimensional representations

- Visualise and sketch three-dimensional objects from different views, including top, front and side views (Reasons about spatial orientation)
- Examine a diagram to determine whether it is or is not the net of a closed 3-dimensional object
- Visualise and sketch nets for given three-dimensional objects
- Visualise and name prisms and pyramids, given representations of their nets (Reasons about spatial visualisation)

Represents numbers

Whole Numbers

Applies an understanding of place value and the role of zero to represent the properties of numbers

Whole numbers: Recognise, represent and order numbers in the millions

- Name millions using the place value grouping of ones, tens and hundreds
- Arrange numbers in the millions in ascending and descending order using place value
- Round numbers to a specified place value

Whole numbers: Apply place value to partition, regroup and rename numbers to 1 billion

- Recognise 1000 thousands is 1 million and 1000 millions is 1 billion



- Regroup numbers in different forms (Reasons about quantity)
- Partition numbers to 1 billion in non-standard forms

Decimals

Decimals and percentages: Recognise that the place value system can be extended beyond hundredths

- Express thousandths as decimals
- Interpret decimal notation for thousandths
- Indicate the place value of digits in decimal numbers of up to 3 decimal places
- Use place value to partition decimals

Decimals and percentages: Compare, order and represent decimals

- Compare and order decimal numbers of up to 3 decimal places
- Interpret zero digit(s) at the end of a decimal
- Compare the place value of digits by determining numbers that are 10 or 100 times the original decimal number as well as
- $\frac{1}{10}$ or $\frac{1}{100}$ times the original decimal numbers
- Approximate the size of decimals
- Place decimal numbers of up to 3 decimal places on a number line

Additive relations A (addition & subtraction):

Selects and applies appropriate strategies to solve addition and subtraction problems

Apply efficient mental and written strategies to solve addition and subtraction problems

- Solve word problems, including multistep problems
- Apply known strategies such as levelling, addition for subtraction, using constant difference, and bridging (Reasons about relations)
- Use place value to add or subtract 3 or more numbers with different numbers of digits
- Determine when it would be more efficient to use a calculator to add numbers
- Identify efficient and inefficient multidigit subtraction strategies

Use estimation and place value understanding to determine the reasonableness of solutions

- Round numbers appropriately when obtaining estimates to numerical calculations
- Use place value understanding to check for errors in calculations
- Use estimation to check the reasonableness of solutions to addition and subtraction calculations

Geometric measure

Position

Locates and describes points on a coordinate plane

Position: Explore the Cartesian coordinate system

- Recognise that the grid-map reference system gives the area of a location and the number plane identifies a specific point
- Identify that in the coordinate system the lines are numbered, not the spaces
- Identify the point of intersection of the 2 axes as the origin, having coordinates (0, 0)
- Plot and label points, given coordinates, on the number plane in the first quadrant, describing the horizontal position first, followed by the vertical position
- Identify and record the coordinates of given points on the number plane in the first quadrant

Representing quantity fractions

Compares and orders fractions with denominators of 2, 3, 4, 5, 6, 8 and 10



Determines $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ of measures and quantities

Recognise the role of the number 1 as representing the whole

- Compare halves and quarters of different sized wholes
- Justify the need for fractions to refer to the number 1 as the common whole (Reasons about quantity)

Compare and order common unit fractions

- Compare unit fractions as numbers to the benchmark value $\frac{1}{2}$
- Compare and order unit fractions with denominators of 2, 3, 4, 5, 6, 8 and 10 by placing them on a number line

Solve problems involving addition and subtraction of fractions with the same denominator

- Represent the sum of fractions with the same denominator, recreating the whole, where the result may exceed one
- Find the difference between fractions with the same denominator and interpret the answer
- Solve word problems that involve fractions with the same denominator
- Use diagrams, objects and mental strategies to subtract a unit fraction from any whole number including 1 (the complement principle)

Data

Constructs graphs using many-to-one scales

Interprets data displays, including timelines and line graphs

Collect categorical and discrete numerical data by observation or survey

- Pose and refine questions to construct a survey to obtain categorical or discrete numerical data about a matter of interest
- Collect ordinal or nominal categorical data, and discrete numerical data through observation or by conducting surveys

Choose and use appropriate tables and graphs

- Tabulate collected data with and without the use of digital technologies such as spreadsheets
- Recognise which types of data display are appropriate to represent data (Statistical reasoning)
- Determine an appropriate scale (horizontal and vertical) to represent the data
- Construct column graphs using a many-to-one scale, with and without the use of digital technologies
- Draw an accurate timeline using an appropriate scale

Describe and interpret different datasets in context

- Interpret line graphs using the scales on the axes
- Describe and interpret data presented in tables, column graphs and line graphs
- Determine the total number of data values represented in column graphs

Non-spatial measure

Time

Measures and compares duration, using 12- and 24-hour time and am and pm notation

Time: Compare 12- and 24-hour time systems and convert between them

- Recognise that 24-hour time is used to avoid confusion between am and pm
- Read time using appropriate 24-hour time language
- Convert between 24-hour time and 12-hour time using am or pm notation
- Read, interpret and use timetables from real-life situations, involving 12- and 24-hour time