

Term	Focus Area	Communicating and Understanding Skills	Content Descriptors ACARA
Year Five			
Term 1 Exploring HOLM NMF	Exploring HOLM - Orientation - Location - Movement - Exploring HOLM - NMF	Understanding Language Apply and use knowledge of HOLM and NMF	AC9L2AU6U01 - Apply knowledge of signs, pace and signing space to develop fluency in familiar contexts AC9L2AU6U02 - Use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate textual conventions
Term 2 Understanding Depicting Signs And Construction Actions	Understanding Depicting Signs - People - Animals - Transport Construction Actions Paraphrase - Posters - Presentation	Demonstrate depicting signs in different contexts Demonstrate construction actions Understanding paraphrase	AC9L2AU6C02 - Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9L2AU6C05 - Create and present informative and imaginative signed, visual and multimodal texts, using familiar fingerspelling, lexical signs, depicting signs, non-manual features and signing space, appropriate to text type AC9L2AU6U01 - Apply knowledge of signs, pace and signing space to develop fluency in familiar contexts
Term 3 Exploring Language Change and Variations Introducing SASS	Exploring Language change - Language change examples - Language Variations Introducing SASS - Applying SASS	Explain the factors of language change Understanding the timeline of changes Give examples of language variations Demonstrating SASS	AC9L2AU6C03 - Locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose AC9L2AU6U03 - Compare some Auslan structures and features with those of English, using some familiar metalanguage AC9L2AU6U04 - Recognise that language reflects cultural practices, values and identity, and that these impacts on communication
Term 4 Understanding Handling Signs Storytelling Assistant Dog	Handling Signs - Understanding - Demonstrating Storytelling Skills - Demonstrating Assistant Dog Jacket - Designing	Understanding and demonstrating the various handling signs Introducing Storytelling skills Designing an assistant dog jacket	AC9L2AU6C01 - Initiate and sustain modelled exchanges in familiar contexts relating to student's personal worlds and school environment AC9L2AU6C03 - Locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose

			AC9L2AU6C05 - Create and present informative and imaginative signed, visual and multimodal texts, using familiar fingerspelling, lexical signs, depicting signs, non-manual features and signing space, appropriate to text type AC9L2AU6U01 - Apply knowledge of signs, pace and signing space to develop fluency in familiar contexts
Year Six			
Term 1 Project - Book	Project Book - Planning - Preparing - Translating - Practise and Feedback - Filming - Editing - Submission	Communicating and collaborating with peers to create a story book Demonstrating translation skills	AC9L2AU6C03 - Locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose AC9L2AU6C04 - Apply strategies to interpret and convey meaning in familiar signed and visual cultural contexts AC9L2AU6C05 - Create and present informative and imaginative signed, visual and multimodal texts, using familiar fingerspelling, lexical signs, depicting signs, non-manual features and signing space, appropriate to text type
Term 2 Project - Information Pack	Project - Information Pack - Planning - Front Cover - About us - Contents Page - Wrapping Up - Presenting - Review	Communicating and collaborating with peers to create an information pack	AC9L2AU6C02 - Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9L2AU6C05 - Create and present informative and imaginative signed, visual and multimodal texts, using familiar fingerspelling, lexical signs, depicting signs, non-manual features and signing space, appropriate to text type
Term 3 Project - Game	Project Game - Planning - Designing - Testing the product - Feedback - Product - Presentation - Show case - Play the games	Communicating and collaborating with peers to design a game Creating a visual game	AC9L2AU6C01 - Initiate and sustain modelled exchanges in familiar contexts relating to student's personal worlds and school environment AC9L2AU6C02 - Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9L2AU6C03 - Locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose

Term 4 Project - Skit	Project Skit - Planning - Researching - Storyboard - Role Play - Feedback - Filming - Editing - Presentation	Communicating and collaborating with peers to create a skit. Producing and filming a skit.	AC9L2AU6C02 - Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9L2AU6C04 - Apply strategies to interpret and convey meaning in familiar signed and visual cultural contexts AC9L2AU6U04 - Recognise that language reflects cultural practices, values and identity, and that these impacts on communication
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