

Learning Area	Program Outcomes
<p>Religion</p>	<p>We Are Called (Baptism) Jesus worked like all human beings. However, he also did special work. Through the Sacrament of Baptism, Jesus calls members of God’s family, the Church to continue his special work. The Rite of Baptism celebrates the meaning of the Sacrament: the life of God in the baptised person, freedom from original sin and membership in God’s family, the Church. It celebrates also that now the baptised person is called to share in the special work of Jesus.</p> <p>The Spirit Frees (Confirmation) One reason Jesus came was to restore human beings in the freedom originally created in them by God. To do this, he shared with all who commit themselves to follow him the Holy Spirit. Today Jesus shares this Spirit, who strengthens responsive Christians gradually to overcome all that hampers their freedom to do good, through the Sacrament of Confirmation. Jesus helps those who follow him experience this freedom growing within them. He does so by fulfilling his promise that they would be guided and strengthened by the Holy Spirit through the Sacrament of Confirmation. Catholics celebrate the Holy Spirit by reflecting upon people in the past to discover ways the Holy Spirit can free people today.</p>
<p>Maths</p>	<p>Australian Curriculum Outcomes Mathematics - Number and Algebra</p> <p>Number and place value</p> <ul style="list-style-type: none"> • Identify and describe factors and multiples of whole numbers and use them to solve problems. • Use estimation and rounding to check the reasonableness of answers to calculations. • Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies. • Solve problems involving division by a one digit number, including those that result in a remainder. • Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction. • Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator. • Compare and order common unit fractions and locate and represent them on a number line. <p>Topics Covered</p> <ul style="list-style-type: none"> • Factors and multiples to solve problems. • Factor trees. • Add and regroup fractions. • Add and subtract fractions. • Equivalent fractions. • Compare and order fractions. • Backtracking. • Patterns and general rules. <p>Mathematics - Measurement and Geometry</p> <ul style="list-style-type: none"> • Choose appropriate units of measurement for length, area, volume, capacity and mass. • Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original. <div data-bbox="991 1592 1501 1939" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mathematical Thinking</p> <p>The four proficiency Strands: Understanding, Fluency, Problem Solving and Reasoning are embedded in this unit of work. The four proficiencies are linked by the teaching pedagogies used, while explicit problem solving strategies are also taught as separate skills.</p> </div>

	<ul style="list-style-type: none"> • Connect three-dimensional objects with their nets and other two-dimensional representations. • Use a grid reference system to describe locations. Describe routes using landmarks and directional language. <p>Topics Covered</p> <ul style="list-style-type: none"> • Enlargement properties of shapes. • Nets of 3D shapes. • Using scale. • Latitude and longitude. • Graduated scales. • Capacity, volume and mass. <p>Mathematics – Statistics and Probability</p> <ul style="list-style-type: none"> • List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions. • Recognise that probabilities range from 0 to 1. • Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies. <p>Topics Covered</p> <ul style="list-style-type: none"> • Probability. • Line graphs and column graphs. <p>iMaths Investigation – Radical Renovation The children will be participating in an iMaths investigation throughout this term. The investigation will cover the following concepts:</p> <ul style="list-style-type: none"> • Multiplication. • Using Scale. • Perimeter of rectangles. • Area of rectangles. • Flip, slide and turn. • Enlargement properties of shapes.
<p>English</p>	<p>Writing <u>Creative/Imaginary/factual</u> writing activities which include: Planning and writing narrative, persuasive texts, procedures and reports. Learning will be scaffolded to ensure students work towards using correct structures and elements. Students will have the opportunity to continue to build upon the skills being taught using writing prompts and other resources to give the students a variety of writing topics. Writing skill development will include:</p> <ul style="list-style-type: none"> ▪ Story plans – creating ideas within a set framework. Students develop the beginning, middle and end of a story or text and utilise the appropriate story structure. ▪ Developing a plot – drawing on planning strategies to assist effective story creation. ▪ Character descriptions – using appropriate descriptive language to convey meaning. ▪ Genres – recognising and understanding the conventions of a particular text. ▪ Settings – creating a scene. ▪ Sequence of events. ▪ Use of dialogue – understanding that dialogue has rules and is composed of different elements. Recognising direct and indirect speech. ▪ Proof reading – using strategies to improve quality and presentation of the story. ▪ Editing – for punctuation, spelling, language features and structures.

Factual writing activities which include:

- Letter writing.
- Note Taking skills – skimming, scanning and key words.
- Summaries/Recounts.
- Explanations.
- Procedures.
- Reports.



Reading

Reading is ongoing across all learning areas.

Focus novel – ‘*Uncanny* by Paul Jennings. This text will be read as a whole class and will be used to support the Literacy program.

Reading Groups – students will work in ability groups completing activities such as:

- Guided Reading.
- Independent Reading.
- Shared Reading.
- Modelled Reading.
- Repeated Reading.
- Responding to the text.
- Word work – vocabulary, spelling and grammar related to group or class text.

Comprehension – Cars and Stars Program

This program facilitates the comprehension strategies: Finding main idea, recalling facts and details, understanding sequence, recognising cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying author’s purpose, interpreting figurative language and summarising.

Lit Pro – levelled home reading program.

Listening, Speaking and Viewing

Imbedded into the History program, Listening and Speaking activities will enable the children to learn about Colonial Australia, and the events that shaped our history. The ongoing impact that these events such as The Eureka Stockade have had on Australian culture, will be explored and presented in informal and formal discussions and presentations.

Activities will include:

- To write reflections and diary entries that is from another’s point of view and to present the diary entry to the class in a formal, coherent and clear manner.
- Using *Behind the News* reports for students to practice note taking and enhance listening skills.
- Formulating own sets of questions to present to the class.
- Understanding significant dates and times to create historical timelines.
- Listening and responding appropriately to others.
- Use of interactive smartboard activities.
- Oral presentations.

Spelling

Included as part of the children’s words are sight words from ‘Dolch’, Dianna Rigg and the Spelling Rules textbook. The children are grouped in flexible ability groups. This spelling program also consists of a focus for the week, which comes from St Luke’s Spelling Scope and Sequence. The students spelling words are levelled and thematic which means the words are based on the theme which is being taught. The children are given exposure to these words in their everyday reading and in their everyday work.

The spelling unit consists of two parts: for the first part the children will be taught a particular set of sound blends and the words that have those sounds, silent letters or homophones and homographs. The second part consists of the students learning a spelling rule and then completing activities that utilise that rule.

Grammar

This grammar program is comprised from the St Luke's Grammar Scope and Sequence document.

Nouns

Etymology: bringing subject and technical vocabulary to new reading tasks.

Word origins: continue building vocabulary using prefixes, suffixes and root words.

Homophones/homonyms.

Understand that descriptive detail can build up around a noun.

Types of nouns: common, proper, collective and pronouns (revision from Year 4)

Reflexive pronouns to intensify meaning.

Adjectives

Kinds of adjectives: descriptive adjectives tell what kind (yellow, fast); limiting adjectives tell which one (my house), how much (enough time) or how many (several minutes).

Kinds of adjectives: Adjectives with absolute qualities (unique, perfect).

Position of adjectives for effect – before or following the noun. E.g. – The house, shabby and alone.

Adverbs

Adverb groups and phrases e.g. time, manner and place.

Use adverbs to modify verbs.

Adverbial phrases for reason.

Adverbial phrases providing details about what is happening.

Verbs

Tenses: simple past perfect; simple past present perfect and future perfect and other relevant verb tenses.

Changes in verbs from direct to indirect speech.

A verb group can be a single verb or a group of words.

Conjunctions

Cohesive links: conjunctions that introduce adverbial clauses of cause (because, since, as, therefore), of concession (although, though, even though, while), of condition (if, unless), of result (so, so that), of purpose (so, so that, in order that), of time (while, before) and comparison (as...as, so...as, than). 'However'

Sentence Structure

Compound sentences linking two or more ideas together.

The prominence given to meaning by the starting point of a sentence.

Figurative language: simile, metaphor, personification; in imaginative, informative and persuasive texts).

Using paragraphs.

Punctuation

Direct speech: explore and experiment with the use of quotation marks.

Apostrophe of omission and possession.

Use of full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.

History

- **Significant individuals**
- **Gold!**
- **The Eureka Stockade**
- **The impact of a significant event on a colony**



This topic looks at the origins of the gold rushes, and the impact of the gold rushes and the Eureka Rebellion on the development of colonial Australia.

Students use a range of sources to investigate a significant development or event and its impact on the chosen colony.

Conquering The Continent

The impact of a significant event on a colony – the explorers!

Historical Knowledge and Understandings

- This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance.
- The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.
- The role of a significant individual or group played in shaping a colony; for example explorers, farmers and political leaders.

Historical skills. The students will explicitly focus on:

- Sequencing significant historical people and events.
- Using historical terms and concepts.
- Identify questions to inform an historical inquiry.
- Identifying and locating a range of relevant sources.
- Posing an investigation question to inform an historical inquiry.
- Locating and identifying relevant information and comparing sources.
- Using a range of communication forms (oral, graphic, written) and digital technologies.



Inquiry skills

Questioning, Researching, Analysing, Evaluating and Reflecting and Communicating
Inquiry questions provide for connections within the humanities and social sciences learning area or across other learning areas.

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.
- Locate and collect relevant information and data from primary and secondary sources.
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.
- Examine different viewpoints on actions, events, issues and phenomena in the past and present.
- Work in groups to generate responses to issues and challenges.
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects.

	<p>Humanities (Economics and Business) Learning in this unit is aimed at developing students' ability to work with money. The students revise/refresh their knowledge of addition, subtraction, multiplication and division. Students explore everyday money matters such as shopping lists, bank statements and personal budgets. Learning progresses to incorporate fractions and decimal algorithms into financial mathematics by investigating and understanding General Sales Tax (GST) in everyday purchases. The unit integrates learning from the Australian Curriculum Economics and Business curriculum. Students develop business knowledge and understanding. As students create and reflect on their financial business models, they identify alternate responses to the given scenarios. Therefore, students employ economic reasoning, decision-making and application as outlined in the Humanities Curriculum.</p> <p>Australian Curriculum Links: Year 5 Mathematics:</p> <ul style="list-style-type: none"> ▪ Use efficient mental and written strategies (ACMNA291). ▪ Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291). ▪ Create simple financial plans (ACMNA106). ▪ Describe and interpret different data sets in context (ACMSP120). ▪ Construct displays, pose questions, and collect categorical or numerical data (ACMSP118 and ACMSP119) <p>Business and Economics:</p> <ul style="list-style-type: none"> ▪ The difference between needs and wants and why choices need to be made about resources (ACHEK001). ▪ Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHEK003). ▪ Develop questions, gather data and information from observation (ACHES004) ▪ Identify alternative responses to an issue or event, and consider the advantages and disadvantages (ACHES006).
<p>Health</p>	<p>Resilience and Wellbeing In Year 5, the content provides students with the opportunity to focus on the influence of emotional responses on relationships and to develop skills and strategies to manage changing relationships occurring at key transition points in their lives. They learn about ways they can take action to promote safe and healthy lifestyle practices in a range of contexts. They also focus on the importance of preventive measures to enhance their own health and promote a healthy lifestyle.</p> <p>The Term 3 programme, <u>Drug Education</u>, provides the explicit teaching of content and skills related to medicines, tobacco and passive smoking, caffeine and alcohol for Year 5 students. It focuses on:</p> <ul style="list-style-type: none"> ▪ Normative education for analgesics, tobacco and alcohol. ▪ The substances in a cigarette. ▪ The impact of the chemicals and poisons found in cigarettes on our body and health in the short-term and the long-term. ▪ Knowledge about alcohol such as types of alcohol and effects on the body. The positive and negative impact of influences to smoke and not to smoke, and to use alcohol or not use alcohol. ▪ Laws and guidelines associated with tobacco and alcohol in WA and at school.

Science

Science

Light Shows

Science Inquiry Skills

Questioning and predicting

- With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be.

Planning and conducting

- With guidance, plan appropriate investigation methods to answer or solve problems.
- Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data.
- Use materials and equipment safely.

Processing and analysing data and information

- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate.
- Compare data with predictions and use evidence in developing explanations.

Evaluating

- Suggest improvements to the methods used to investigate a question or solve a problem.

Communicating

- Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts.

In **Term 3**, the unit ***Light Shows*** provides students the opportunity to explore the properties of light and how it enables us to see. Students' thinking about light and its role in our lives and our community will be developed using hands-on activities. Through investigations students explain how objects reflect, absorb and refract light, and how we can use light to meet our needs.

Term 3 Activities will explore:

- What they think they know about how light from a source forms shadows and can be absorbed, reflected and refracted.
- How light enables us to see objects.
- How light travels.
- How different materials (transparent, translucent or opaque) affect the transmission of light.
- How water refracts light.
- How light from a source forms shadows and can be absorbed, reflected and refracted, and to introduce current scientific views.
- The height of shadows.
- How light from a source forms shadows and can be absorbed, reflected and refracted.

Technology
and
Enterprise

Technology and Enterprise

Outcome – *Digital Technologies Knowledge and Understanding*
Year 5 have been chosen to use Office 365 as part of St Luke's commitment to develop technology skills across the curriculum.

Skills that the children will develop as part of this program:

Logging on and accessing Office 365 from school and home.
Imbedding a voice recording into a document.
Imbedding a video of themselves onto a document.
Accessing homework tasks from home.
Inserting documents into Notebooks from another location.
Scope to demonstrate higher level skills.

Australian Curriculum Outcomes
Processes and production skills

COLLECTING, MANAGING AND ANALYSING DATA

Collect, store and present different types of data for a specific purpose using software (ACTDIP016)

Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct) (ACTDIP022)

Investigating and defining

Define a problem, and set of sequenced steps, with users making a decision to create a solution for a given task

Collaborating and managing

Work independently, or collaboratively when required, to plan, develop and communicate ideas and information for solutions