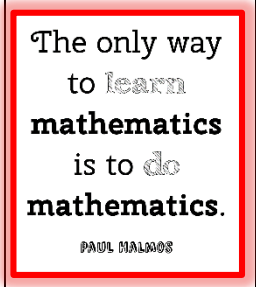
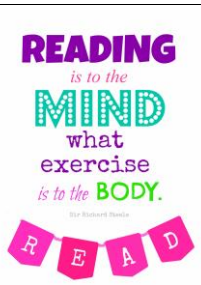
Year 5
Term 4, 2018

Religion 	**All Creation Give Thanks (Prayer)** The more people experience and enjoy creation, the more they realise its great variety of beauty. Jesus taught his followers by his example to appreciate the different forms of beauty in creation. As Jesus' followers, in response to God's presence in the beauties of creation, pray, God draws them closer. To help his followers grow closer to God than was previously possible, Jesus taught his followers about prayer. Jesus taught his followers what is needed for balanced daily prayer. **Helped by the Word (Bible/Advent)** The Bible records stories of God saving people from slavery and helping them to love and to do good. During Advent and Christmas, Jesus' followers celebrate Jesus who is the fulfilment of God's promise to send a Saviour. Followers of Jesus continue to wonder at inner strength created by God and how through celebrating the Bible and living the Tenth Commandment, they find it easier to do what is loving and good.
Mathematics 	**Australian Curriculum Outcomes** **Mathematics – Revision of Number and Algebra, Measurement and Geometry** Main Area of Focus **Mathematics – Statistics and Probability** • 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. **iMaths Investigation – Down the drain** The children will be participating in an iMaths investigation throughout this term. The investigation will cover the following concepts: • Choosing units of measure • Capacity, volume and mass • Graduated scales • Lined graphs
English	**Writing** Creative/Imaginary writing activities which include: Planning and writing narrative and persuasive texts. Learning will continue to be scaffolded to ensure students work towards using correct structures and elements. Students to continue to build upon the skills



being taught using writing prompts and other resources to give the students a variety of writing topics (also relating to class Novel).
Continue to build on and use skills to improve structure and content to engage reader.

Writing skill development will include:

- Story plans
- Developing a plot
- Character descriptions
- Genres
- Settings
- Sequence of events.
- Use of dialogue
- Proof reading/Editing

Factual writing activities, which include:

- Letter writing.
- Note Taking skills – skimming, scanning and key words.
- Summaries/Recounts.
- Procedures.
- Reports.
- Persuasive texts.
- Compare and Contrast

Reading

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.
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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 reading program.

Listening, Speaking and Viewing

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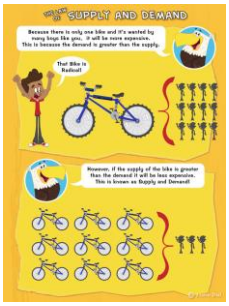
- Creates oral texts for specific purposes and audiences, using language features to extend ideas.

	▪ Plans, rehearses and delivers presentations that include some multimodal elements, and are relevant to the audience and purpose. ▪ Uses some body language, gestures or eye contact in order to maintain audience interest. ▪ May use notes or visual aids to stay on topic and attempt to engage with the audience and/or group members. **Spelling** The program will be based on the text Spelling Rules (Book G) by Helen Pearson and Janelle Ho and Dianna Riggs..
Humanities  	**Humanities (Economics and Business) Continued from Term 3** **Needs, Wants, Resources and Choices** The difference between needs and wants, and how they may differ between individual Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)
Health 	**Health Focus Area 4** **Topic1-Strategies for Keeping Safe** 1.1 Helpful and unhelpful thinking 1.2 Assertive responses 1.3 Observational skills 1.4 What if" problem solving 1.5 POOCH problem solving 1.6 Practising problem solving 1.7 Scenarios dealing with abuse issues **Topic 2 Network Review and Community Support** 2.1 Network review 2.1 Local support networks 2.3 Persistence
Science	**Science** **Earth's Place in Space** In Term 4, the unit Earth's Place in Space provides students the opportunity to explore how the patterns in the sky relate to days, months and years. Students' understanding of how observation and models can be used to shape ideas and understandings is developed through hands-on activities and student-planned investigations. Students also investigate the elements of our Solar System and Earth's position within it.

	**Science Inquiry Skills** Questioning and predicting • Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes Planning and conducting • Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data • Use materials and equipment safely. Processing and analysing data and information • Representing data in meaningful and useful ways, identifying trends, patterns and relationships in data, and using evidence to justify conclusions Evaluating • Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence Communicating • Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts • Work collaboratively in teams. • Develop evidence-based claims. Term 4 Activities will allow students to: • Investigate different models in order to explain patterns of observation at different timescales. This includes over the course of a day, i.e. the Sun and Moon rising and setting. • Create a 3D moving model of the Earth, Moon and Sun. • Collect, interpret and represent data about planets in the Solar System. • Create models with different scales. • Read and discuss Galileo's story and evidence to support the theory that the Earth orbits the Sun. • Use resource technology to view, record and discuss information. • Use reasoning to develop questions for inquiry. • Formulate, pose and respond to questions.
Technology and Enterprise	**Technology and Enterprise - OneNote** Outcome – ***Digital Technologies Knowledge and Understanding*** • Data is represented using codes • Digital systems have components with basic functions that may connect together to form networks which transmit data • Collect, store and present different types of data for a specific purpose using software.

	• Design, follow and represent diagrammatically, a simple sequence ofsteps(algorithm),involving branching(decisions)and iteration (re petition)