

Learning Area	Program Outcomes
<p>Religion</p>	<p>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.</p> <p>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.</p>
<p>Mathematics</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. • Find unknown quantities in number sentences involving multiplication and division and identify equivalent number sentences involving multiplication and division. <p>Topics Covered</p> <ul style="list-style-type: none"> • Percentages. • Equivalent fractions. • Multiplication. • Division. • Compare and order fractions. • Backtracking. • Patterns and general rules. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <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> <p>Mathematics - Measurement and Geometry</p> <ul style="list-style-type: none"> • Compare 12- and 24-hour time systems and convert between them. • Choose appropriate units of measurement for length, area, volume, capacity and mass. <p>Topics Covered</p> <ul style="list-style-type: none"> • Timetables. • 24 hour time. • Units of measurement. <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.

Topics Covered

- Probability.
- Discrete data.
- Interpreting data.
- Column graphs

iMaths Investigation – Score a Duck

The children will be participating in an iMaths investigation throughout this term. The investigation will cover the following concepts:

- Equivalent fractions.
- Patterns and general rules.
- Perimeter of rectangles.
- Probability.
- Interpreting data.

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 is ongoing across all learning areas.

Focus novel – ‘Angel Creek by Sally Rippen. This text will be read as a whole class and will be used to support the Literacy program.

Angel Creek has the themes of FAMILY, GROWING UP and EXPLORING OUR EMOTIONS running through it.

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.

The programs used for reading groups are:

Springboard into Comprehension, Nelson Literacy – Cengage Learning and Reading Challenge activities.

Comprehension Focus:

Responding to literal and inferential questioning and clues

Highlighting important information and ideas

Using comprehension strategies to identify the main idea, summarising and retelling.

Evaluating/synthesising information

Sequencing

Compare and Contrast

Cause And Effect

Fact and Opinion

Figurative Language

Making Connections

Making Inferences

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

Imbedded into the Humanities 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 Federation 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.
- Using behind the News reports for students to practice note taking and enhance listening skills.
- Understanding significant dates and times to create historical timelines.
- Listening and responding appropriately to others.
- Use of interactive smart board activities.

Spelling

The program will be based on the text Spelling Rules (Book G) by Helen Pearson and Janelle Ho. Included as part of the children's words are sight words from both 'Dolch' programs and Dianna Rigg. 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.

	<p>Grammar This grammar program is comprised from the St Luke's Grammar Scope and Sequence document.</p> <p>Nouns Types of nouns: common, proper, collective and pronouns(revision from Year 4) Etymology: bringing subject and technical vocabulary to new reading tasks. Word origins: continue building vocabulary using prefixes, suffixes and root words. Homophones/homonyms.</p> <p>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).</p> <p>Adverbs Adverb groups and phrases e.g. time, manner and place. Use adverbs to modify verbs.</p> <p>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.</p> <p>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'</p> <p>Sentence Structure Figurative language: simile, metaphor, personification; in imaginative, informative and persuasive texts). Using paragraphs.</p> <p>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.</p>
<p>Humanities</p>	<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 loans, credit cards and personal budgets. The children will investigate what families need/want and how to save money. Learning progresses to incorporate fractions and decimal algorithms into financial mathematics by investigating and understanding General Sales Tax (GST) in everyday purchases.</p> <p>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: The difference between needs and wants and why choices need to be made about resources (ACHEK001).</p> <ul style="list-style-type: none"> • 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>Safety on Wheels In Year 5, the content provides students with the opportunity to focus on:</p> <ul style="list-style-type: none"> • Road rules relevant to cyclists. • Identifying road signs, signals and markings in the traffic environment. • Making decisions in road user situations. • Selecting safer places to ride when using a bicycle, skateboard or scooter. • Types of bicycle injuries and developing safer riding skills. <p>Students will:</p> <ul style="list-style-type: none"> • Identify safer ways to travel to locations as a cyclist and rider. • Identify situations and influences that can increase a rider’s level of risk. • Make decisions that reduce the level of risk as a cyclist or rider of wheeled devices. • Share own opinions and attitudes about safety on wheels. • Develop plans and strategies to optimise safety while cycling and riding.
<p>Science</p>	<p>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.</p> <p>Science Inquiry Skills</p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes <p>Planning and conducting</p> <ul style="list-style-type: none"> • 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. <p>Processing and analysing data and information</p> <ul style="list-style-type: none"> • Representing data in meaningful and useful ways, identifying trends, patterns and relationships in data, and using evidence to justify conclusions <p>Evaluating</p> <ul style="list-style-type: none"> • Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence <p>Communicating</p> <ul style="list-style-type: none"> • Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts • Work collaboratively in teams. • Develop evidence-based claims. <p>Term 4 Activities will allow students to:</p> <ul style="list-style-type: none"> • 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

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