



Statement of Intent – Year 5 – Term 4 2024

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English	Humanities & Social Sciences Knowledge
	<p>Baptism</p> <ul style="list-style-type: none"> • People learn that all people and creation are important • Jesus teaches people to show love through actions • Anointing with Chrism is an important element in the Rite of Baptism • Baptised people live their lives justly and show everyone the same love and goodness • The Eucharist calls people to action <p>Advent/Christmas</p> <ul style="list-style-type: none"> • People learn from and remember stories • Christians listen to stories of God's promise to send a Saviour during Advent • People learn many names for Jesus from the Bible • Advent is a time of preparing for Christmas • Advent calendars focus on preparing for Christmas 	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction • Find unknown quantities in <u>number</u> sentences • Compare, order and represent decimals • Recognise that the place value system can be extended beyond hundredths • Use efficient mental and written strategies and apply appropriate digital technologies to solve problems <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Choose appropriate units of measurement for volume, capacity and mass • Apply the enlargement transformation to familiar shapes and explore the properties of the resulting image compared with the original • Use a grid reference system to describe locations. Describe routes using landmarks and directional language <p>Chance</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 	<p>Language</p> <ul style="list-style-type: none"> • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold • Understand the difference between the main clause and subordinate clauses and that a complex sentence involves at least one subordinate clause • Understand how noun groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, thing or idea • Understand the use of vocabulary to express greater precision of meaning and know that words can have different meanings in different contexts. • Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words. • Explore less common plurals and understand how a suffix changes the meaning or grammatical form of a word. • Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations <p>Literature</p> <ul style="list-style-type: none"> • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others • Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses • Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced <p>Literacy</p> <ul style="list-style-type: none"> • Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view • Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements • Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources • Plan, draft and publish imaginative print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience • Re-read and edit student's own and others' work using agreed criteria for text structures and language features 	<p>Geography</p> <ul style="list-style-type: none"> • The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia • The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) • Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places • The impact of bushfires or floods on environments and communities, and how people can respond
	Visual Arts	Humanities & Social Sciences Skills	Health	Immersion, Excursions & Events
	<p>Ideas</p> <ul style="list-style-type: none"> • Exploration of <u>artwork</u> from various artists and different approaches used to communicate ideas, beliefs and opinions • Exploration of the influences of other artists, and selection of <u>visual art elements</u>, materials, media and/or technologies, to enhance their own <u>artwork</u> <p>Skills</p> <ul style="list-style-type: none"> • Development and application of artistic techniques and processes with texture (textures created with a variety of tools, materials, and techniques, patterning) <p>Responding</p> <ul style="list-style-type: none"> • Responses that identify and describe, using visual <u>art terminology</u>, how <u>visual art elements</u> and techniques are used to communicate meaning and purpose in <u>artwork</u> (ACAVAR117) 	<p>Analysing</p> <ul style="list-style-type: none"> • Interpret information and/or data collected e.g. sequence events in chronological order, make connections with prior knowledge (WAHASS56) <p>Communicating and Reflecting</p> <ul style="list-style-type: none"> • Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms e.g. written, oral, visual, digital, tabular, graphic, maps (WAHASS61) 	<p>Being Healthy, Safe and Active Ways that individuals and groups adapt to different contexts and situations.</p> <p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> - Increased physical activity - Sun safety <p>Contributing to Healthy and Active Communities Preventative health measures that promote and maintain an individual's health, safety and wellbeing.</p> <p>Keeping Safe Focus Areas 4</p> <p><u>Topic 1: Strategies for keeping safe</u></p> <ul style="list-style-type: none"> - Observational skills - 'What if...?' problem-solving - POOCH problem-solving - Scenarios dealing with abuse issues <p><u>Topic 2: Network review and community support</u></p> <ul style="list-style-type: none"> - Network review - Local support networks - Persistence 	<ul style="list-style-type: none"> • Friday October 11th – Merit Assembly, Constable Care 10:00 • Monday October 14th – Year 5 Retreat • Friday October 18th – Merit Assembly, Regional Spelling Bee • Friday October 23rd – World Teacher's Day • Tuesday October 29th – Interschool Athletics Carnival • Wednesday October 30th – Interschool Numero Day • Thursday October 31st – P&F Fun Run • Monday November 11th – Leadership Speeches 9:00 • Thursday November 14th – Parish Mass • Friday November 15th – Merit Assembly • Wednesday November 27th – Edu Dance Concert and Awards Night • Friday November 29th – Merit Assembly • Tuesday December 3rd – 2025 Transition Day • Thursday December 5th – Excursion Day • Friday December 6th – Students Conclude, Reports released



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STEM Science	Physical Education	STEM Technologies	Japanese
<ul style="list-style-type: none"> - The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078) - Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) - Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS086) - 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 (ACSIS090) 	<p>Moving our body - Basic strategies and tactics to successfully achieve a movement or outcome goal: relationship to and with objects, people and space (ACPMP061;065)</p> <p>Understanding movement -Benefits of regular physical activity and fitness to physical, mental, and emotional wellbeing: control of blood pressure, reduced risk of heart disease, reduced stress and improved concentration (ACPMP064)</p> <p>Learning through movement -Responsibilities of different roles in a range of physical activities such as player, coach, referee/umpire. (ACPMP067)</p>	<p>STEM – Technology</p> <p><u>DESIGN TECHNOLOGIES</u> -People in design and technologies occupations aim to increase efficiency of production systems, or consumer satisfaction of food and natural fibre products.</p> <p>-Food safety and hygiene practices. -Characteristics and properties of a range of materials and components, and the suitability and safe practice of their use.</p>	<p>Communicating Students will collect, use, and explain Japanese words and expressions that do not translate easily into English (ACLJAC152)</p> <p><u>Understanding</u> Students will understand that Japanese, like other languages, is changing constantly due to contact with other languages (ACLJAU161)</p>