



Statement of Intent – Year 5 – Term 2 2022

Learning Outcomes (WA Curriculum)

Religious Education	Mathematics	English	Humanities & Social Sciences
<p>Eucharist</p> <ul style="list-style-type: none"> People discover goodness from within Jesus demonstrates values for living as Christians Holy Communion strengthens people to grow as a community God speaks to people in the Word The Ministers of the Word proclaim the Word of God The Word of God teaches people to share their goodness <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>Number & Algebra</p> <ul style="list-style-type: none"> Solve problems involving division by a one-digit number, including those that result in a remainder (ACMNA101) Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291) Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099) Create simple financial plans (ACMNA106) Recognise that the place value system can be extended beyond hundredths (ACMNA104) <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108) Calculate perimeter and area of rectangles using familiar metric units (ACMMG109) <p>Statistics & 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 (ACMSP116) Recognise that probabilities range from 0 to 1 (ACMSP117) 	<p>Language</p> <ul style="list-style-type: none"> Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Understand how to move beyond making bare assertions and take account of differing perspectives and points of view Understand how texts vary in purpose, structure and topic as well as the degree of formality 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 how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with common and proper nouns Understand the difference between main 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 phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations 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 meaning or grammatical form of a word <p>Literacy</p> <ul style="list-style-type: none"> Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes 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 text purpose Navigate and read texts for specific purposes applying text process strategies 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 Reread and edit student's own and other's work using agreed criteria for text structures and language features Develop a handwriting style that is becoming legible, fluent and automatic Use a range of software including word processing programs with fluency to construct, edit and publish written text and select, edit and place visual, print and audio elements. <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 Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification. 	<p>Economics and Business</p> <ul style="list-style-type: none"> The difference between needs and wants, and how they may differ between individuals (ACHASSK119) 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 (ACHASSK120) 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) (ACHASSK119) The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use (ACHASSK121) Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future) (ACHASSK121)
<p style="text-align: center;">Japanese</p> <p>Students will learn to read and write hiragana script :</p> <ul style="list-style-type: none"> Students will communicate by learning the vocabulary associated with learning hiragana script Students will be able to use and understand simple grammar structures Vocabulary: Hiragana-the basis あいうえお、かきくけこ、さしすせそ、たちつと、なにぬねの、はひふへほ、まみむめも、やゆよ、らりるれろ、わんを。 Hiragana-ten ten and maru がぎぐげご、ざじずぜぞ、だでど、ばびぶべぼ。 Hiragana-combinations , Grammar: Telling this isこれは _____です。 Basic grammar structure _____は _____ adjectivesです。 Learning about manga and anime Assignment on their favourite anime 	<p style="text-align: center;">Health</p> <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> Reliable sources of information that inform health, safety and wellbeing, such as internet-based information, community health organisation publications and other media (ACPPS053/57) Strategies that promote a safe, healthy lifestyle, such as comparing food labels on products, increasing physical activity and practising sun safety (ACPPS054) 	<p style="text-align: center;">Technologies</p> <p>Knowledge & Understanding</p> <ul style="list-style-type: none"> Data is represented using codes (ACTDIK015) <p>Processes & Production</p> <ul style="list-style-type: none"> Design, follow and represent diagrammatically, a simple sequence of steps (algorithm), involving branching (decisions) and iteration (repetition) (ACTDIP019) Implement and use simple programming environments that include branching (decisions) and iteration (repetition) (ACTDIP020) Define a problem, and set of sequenced steps, with users making a decision to create a solution for a given task (WATPPS27) Develop and communicate alternative solutions and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms (WATPPS29) Develop negotiated criteria to evaluate and justify design processes and solutions (WATPPS31) Work independently, or collaboratively when required, to plan, develop and communicate ideas and information for solutions (WATPPS32) 	<p style="text-align: center;">Immersion, Excursions & Events</p> <p>Friday April 29th - Merit Assembly 9am Tuesday May 10th – NAPLAN Commences Friday May 13th – NAPLAN Commences Tuesday May 17th – Lightning Carnival Friday May 20th - Merit Assembly 9am Monday May 23rd – ERP Due Monday May 30th – ERP Expo (Upper Learning Suite) *TBA Thursday June 2nd – Yr 5 Parish Mass Friday June 3rd – Cross Country Carnival, Merit Assembly Monday June 6th – WA Day Public Holiday Friday June 17th – Merit Assembly 9am Friday June 24th – Disco Tuesday June 28th – Interschool Cross Country Friday July 1st – NAIDOC Celebration, Merit Awards</p>
<p style="text-align: center;">Physical Education</p> <p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061; ACPMP065)</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting (ACPMP061; ACPMP065) Basic strategies and tactics to successfully achieve a movement outcome or goal: (ACPMP063)</p> <p>Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing: (ACPMP064) control of blood pressure, reduced risk of heart disease, reduced stress, improved concentration</p>	<p style="text-align: center;">STEM</p> <p>Physical Science Science Understanding Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)</p> <p>Science Inquiry Skills With guidance, pose clarifying questions and make predictions about scientific investigations (ACSI231)</p> <p>Compare data with predictions and use as evidence in developing explanations (ACSI218)</p>		