



Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English	Humanities & Social Sciences
	<p>Confirmation</p> <ul style="list-style-type: none"> People are free to do good Jesus teaches people to freely love and follow God Jesus promised to send the Holy Spirit to guide his followers The fruits of the Holy Spirit guide people to live as Jesus taught Christians recall stories of people guided by the Holy Spirit <p>Prayer</p> <ul style="list-style-type: none"> People grow and change in many ways People need relationships Christians love and pray for one another God helps people to love and be at peace through prayer Prayer is a relationship with God 	<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>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) Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) Describe and interpret different data sets in context (ACMSP120) <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113) 	<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 how the grammatical category of possessives is signalled 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>Economics and Business</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 (ACHASSK111) The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112) Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places (ACHASSK113) The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)
	Japanese	Health	Technologies	Immersion, Excursions & Events
	<p>Students will communicate by learning the vocabulary for adjectives 大きい 小さい か わいい and using their prior knowledge of vocabulary for animals ねこ こねこ いぬ うさぎ くま キリン ねずみ, colours あか、あお、きいろ、くろ、しろ、ちやいろ、みどり, body parts.</p> <p>Students will be able to understand and communicate adjectives for describing animals. Students will be able to understand and communicate learnt vocabulary-adjectives;</p> <p>Type of assessment Summative-they demonstrate their skills in comprehending spoken text by identifying which animal is being described and selecting the appropriate images to describe it.</p>	<p>Being healthy, safe and active</p> <p>Plan and practise strategies to promote health, safety and wellbeing, such as</p> <ul style="list-style-type: none"> Suggesting ways to improve the nutritional value of meals Proposing opportunities to increase their physical activity levels Promoting safety in situations, including water and traffic related situations (ACPPSO54) <p>Science</p> <p>Chemical Science <i>Science Understandings</i> Solids, liquids and gases have different observable properties and behave in different ways.</p> <p><i>Science as a Human Endeavour</i> Scientific knowledge is used to solve problems and inform personal and community decisions.</p>	<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. Create literary texts using realistic settings and characters that draw on the worlds represented in texts students have experienced Create literary texts that experiment with structures, ideas and stylistic features of selected authors <p>Knowledge & Understanding</p> <ul style="list-style-type: none"> People in design and <u>technologies</u> occupations aim to increase efficiency of production systems, or consumer satisfaction of food and natural <u>fibre</u> products (ACTDEK021) Food safety and hygiene practices (ACTDEK022) <p>Processes & Production</p> <ul style="list-style-type: none"> Define a problem, and set of sequenced steps, with users making a decision to create a solution for a given task (WATPPS27) Select, and apply, safe procedures when using <u>components</u> and <u>equipment</u> to make solutions (WATPPS30) Develop negotiated <u>criteria</u> to <u>evaluate</u> and <u>justify design processes</u> and solutions (WATPPS31) Work independently, or collaboratively when required, to plan, safely develop and communicate ideas and <u>information</u> for solutions (WATPPS32) 	<p><u>Wednesday July 27th - St Benedict's Feast Day and Parish 70th Anniversary. Talent Show</u> <u>Thursday July 28th - Year 5 Parish Mass</u> <u>Friday July 29th - Pajama Day</u> <u>Tuesday August 2nd - Y5 and Y6 Growth and Development Talks</u> <u>Monday August 8th - Mary MacKillop Feast Day</u> <u>Tuesday August 9th - Lightning Carnival</u> <u>Saturday August 13th - Family Mass</u> <u>Monday August 15th - Feast of the Assumption (Yr 5)</u> <u>Tuesday - PAF (Choir 10am)</u> <u>Friday August 19th - Catholic Day (No students)</u> <u>Monday August 22nd - PD Day (No students)</u> <u>Tuesday August 23rd - Kings Park Excursion (TBC)</u> <u>Thursday August 25th - Book Fair, Year 5 Parish Mass</u> <u>Friday August 26th - Book Week Parade</u> <u>Tuesday August 30th - Supersonic Science</u> <u>Wednesday August 31st - Father's Day Stall</u> <u>Friday September 2nd - Father's Day Liturgy</u> <u>Monday September 5th - Ball Games Carnival</u> <u>Tuesday September 6th - Spelling Bee</u> <u>Thursday September 8th - RU OK Day</u> <u>Friday September 9th - Athletics Carnival @ Corpus Christi College</u> <u>Wednesday September 14th - Art Expo 5-7pm</u> <u>Friday September 16th - Retro Music Bingo Night</u> <u>Thursday September 22nd - Year 5 Parish Mass</u> <u>Friday September 23rd - Merit Assembly</u></p>
		Visual Arts		



Statement of Intent – Year 5 – Term 3 2022

Teachers: Mr Rechichi & Miss Graydon

<p>Physical Education Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061;ACPMP065) Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065) Responsibilities of different roles in a range of physical activities, such as: player, coach, referee/umpire (ACPMP067)</p>	<ul style="list-style-type: none">· <i>Chalk pastel inspired by Ningaloo Reef</i>· <i>Digital universe</i> <p>MAKING Ideas 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> (ACAVAM115) Skills Development and application of artistic techniques and processes with:</p> <ul style="list-style-type: none">· colour (expressive colours, natural colours)· line (implied lines for movement and depth)· space (shading – creating illusion of depth)· value (gradations of value) <p>to create <u>artwork</u> (ACAVAM115) Production Presentation and display of <u>artwork</u> to enhance visual appeal/aesthetics (ACAVAM116)</p> <p>RESPONDING Responses that identify and describe, using <u>visual art terminology</u>, how <u>visual art elements</u> and techniques are used to communicate meaning and purpose in <u>artwork</u> (ACAVAR117)</p>	
---	--	--