



# Statement of Intent – Year 5 – Term 1 2024

Learning Outcomes (WA Curriculum)	<b>Religious Education</b>	<b>Mathematics</b>	<b>English</b>	<b>Humanities &amp; Social Sciences Knowledge</b>
	<p>Church</p> <ul style="list-style-type: none"> <li>Communities provide for the needs of people.</li> <li>The early Church gathered as a community.</li> <li>The Catholic Church has rule to guide people in the community.</li> <li>Members of God's family are called to love in communities.</li> </ul> <p>Lent &amp; Easter</p> <ul style="list-style-type: none"> <li>Choices have consequences.</li> <li>Jesus always chose to obey God.</li> <li>Jesus teaches people to follow him.</li> <li>Christians celebrate Jesus during Lent and Easter.</li> <li>Christians prayer the Stations of the Cross.</li> <li>Christians make choices that care for others.</li> </ul>	<p>Number &amp; Algebra</p> <ul style="list-style-type: none"> <li>Recognise that the place value system can be extended beyond hundredths</li> <li>Apply <u>place value</u> to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</li> <li>Use efficient mental and written strategies and apply appropriate digital technologies to solve problems</li> <li>Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction</li> </ul> <p>Measurement &amp; Geometry</p> <ul style="list-style-type: none"> <li>Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies</li> <li>Compare 12- and 24-hour time systems and convert between them</li> </ul>	<p>Language</p> <ul style="list-style-type: none"> <li>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view</li> <li>Understand how texts vary in purpose, structure and topic as well as the degree of formality</li> <li>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</li> <li>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</li> <li>Understand how noun groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, thing or idea</li> <li>Understand the use of vocabulary to express greater precision of meaning and know that words can have different meanings in different contexts.</li> <li>Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point</li> <li>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes</li> <li>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the text purpose</li> <li>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.</li> <li>Plan, draft and publish persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience.</li> <li>Reread and edit student's own and other's work using agreed criteria for text structures and language features</li> <li>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.</li> </ul> <p>Literature</p> <ul style="list-style-type: none"> <li>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</li> <li>Use metalanguage to describe the effects of ideas, text structures and language features on audiences</li> <li>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</li> <li>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives</li> </ul>	<p>Civics &amp; Citizenship</p> <ul style="list-style-type: none"> <li>The key values that underpin Australia's democracy, including freedom, equality, fairness and justice</li> <li>The roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate's interests, participating in the parliamentary process) in Australia's democracy</li> <li>The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting</li> <li>How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)</li> <li>The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges)</li> <li>Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups)</li> </ul> <p><u>LIBRARY/HASS SKILLS</u></p> <p>Questioning and researching</p> <p>Develop and refine a range of questions required to plan an inquiry (WAHASS51)</p> <p>Locate and collect information and/or data from a range of appropriate sources(WAHASS52)</p>
	<b>Music</b>	<b>Health</b>		<b>Immersion, Excursions &amp; Events</b>
	<p>Ideas</p> <p>Improvisation with the elements of music to create a simple compositions. (ACAMUM089) Skills</p> <p>Development and consolidation of aural and theory skills.</p> <p>Performance</p> <p>Development of performance skills (singing in tune, playing a variety of classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others) (ACAMUM090))</p> <p>Responding</p> <p>Responses to and contributions as performers and audience members, appropriate to culture or context (ACAMUR091)</p>	<p>Being Healthy, Safe and Active</p> <ul style="list-style-type: none"> <li>Reliable sources of information that inform health, safety and wellbeing, such as:             <ul style="list-style-type: none"> <li>internet-based information</li> <li>community health organisations</li> <li>publications and other media</li> </ul> </li> <li>Strategies that promote a safe, healthy lifestyle, such as:             <ul style="list-style-type: none"> <li>comparing food labels on products</li> </ul> </li> <li>Keeping Safe Focus Area 1 (The right to be safe)</li> </ul>		<p><u>February 7<sup>th</sup></u> - Parent information Session (PP-6) Session 1 – 4:30. Session 2 – 5:00</p> <p><u>February 9<sup>th</sup></u> - Swimming Trials,</p> <p><u>February 14<sup>th</sup></u> – Ash Wednesday Mass 9am</p> <p><u>February 16<sup>th</sup></u> – Swimming Carnival Yr4-6</p> <p><u>February 23<sup>rd</sup></u> – Merit Assembly, P&amp;F Welcome Event</p> <p><u>February 29<sup>th</sup></u> – Parish Mass Yr 5</p> <p><u>March 4<sup>th</sup></u> – Labour Day Public Holiday</p> <p><u>March 5<sup>th</sup></u> – Interschool Swimming Carnival Y4-6</p> <p><u>March 6<sup>th</sup></u> – School Photos</p> <p><u>March 8<sup>th</sup></u> – Da Vinci Decathlon @ MLC</p> <p><u>March 13<sup>th</sup></u> – NAPLAN starts</p> <p><u>March 18<sup>th</sup></u> – NAPLAN concludes</p> <p><u>March 22<sup>nd</sup></u> – Merit Assembly, P&amp;F Movie Evening</p> <p><u>March 26<sup>th</sup></u> – Students conclude</p> <p><u>March 27<sup>th</sup></u> – Parent/Teacher Meetings</p>



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STEM Science	STEM Technologies	Physical Education
<p>Living things have structural features and adaptations that help them to survive in their environment.</p> <p>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.</p> <p>With guidance, pose clarifying questions and make predictions about scientific investigations.</p> <p>Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate.</p>	<p><u>DIGITAL TECHNOLOGIES</u>            Digital implementation            Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct).</p> <p>Digital systems            Digital systems have components with basic functions that may connect together to form networks which transmit data.</p>	<p>MOVEMENT AND PHYSICAL ACTIVITY</p> <p><u>Moving Our Body</u></p> <ul style="list-style-type: none"> <li>• Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</li> <li>• 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)</li> </ul> <p>• Basic strategies and tactics to successfully achieve a movement outcome or goal: body awareness, spatial awareness, relationship to and with objects, people and space (ACPMP063)</p> <p><u>Understanding movement</u></p> <ul style="list-style-type: none"> <li>• Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065)</li> </ul> <p><u>Learning through movement</u></p> <ul style="list-style-type: none"> <li>• Ethical behaviour in applying rules in all game situations (ACPMP069)</li> </ul>