



Statement of Intent – Year 5 – Term 2 2024

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English	Humanities & Social Sciences Knowledge
	<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>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>Number & Algebra</p> <ul style="list-style-type: none"> • Use efficient mental and written strategies and apply appropriate digital technologies to solve problems • Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction • Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies • Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108) • Compare 12- and 24-hour time systems and convert between them <p>Statistics & Probability</p> <ul style="list-style-type: none"> • 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>Language</p> <ul style="list-style-type: none"> • 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 signalled through apostrophes and how to use apostrophes with common and proper nouns • 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 <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 • Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes • Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the text purpose • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources. • Plan, draft and publish persuasive 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 • 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 audiences • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses 	<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)
	Music	Health		Humanities & Social Sciences Skills
	<p>Ideas</p> <p>Improvisation with the elements of music to create a simple composition. (ACAMUM089)</p> <p>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>Communication and Interacting for Health and Wellbeing</p> <ul style="list-style-type: none"> • Skills and strategies to establish and manage relationships over time, such as: <ul style="list-style-type: none"> - exploring why relationships change - assessing the impact of changing relationships on health and wellbeing - building new friendships - dealing with bullying and harassment • Ways in which inappropriate emotional responses impact on relationships, such as: <ul style="list-style-type: none"> - loss of trust - fear - loss of respect • Keeping Safe Focus Area 2 (Relationships) 		<p>Questioning and researching</p> <p>Locate and collect information and/or data from a range of appropriate primary and secondary sources (WAHASS52)</p> <p>Record selected information and/or data using a variety of methods e.g. notetaking, paraphrase, summarise (WAHASS53)</p> <p>Analysing</p> <p>Use criteria to determine the relevancy of information e.g. consider accuracy, reliability, publication date (WAHASS55)</p>
			Immersion, Excursions & Events	
			<p>Thursday April 25th – ANZAC Day Public Holiday</p> <p>Friday April 26th – Merit Assembly</p> <p>Wednesday May 8th – Mother's Day Stall</p> <p>Thursday May 9th – Parish Mass Yr 5</p> <p>Friday May 10th – Mother's Day Liturgy/Breakfast</p> <p>Friday May 24th – Year 5W Assembly</p> <p>Tuesday May 28th – Lightning Carnival – VANS Yr 5/6</p> <p>Friday May 31st – Merit Assembly</p> <p>Monday June 3rd – WA Day</p> <p>Friday June 7th – Year 5B Assembly, Cross Country Carnival Yr 3-6</p> <p>Thursday June 13th – Yr 5 Excursion (TBC)</p> <p>Friday June 14th – Merit Assembly</p> <p>Monday June 17th – Yr 5 ERP Expo 2pm (TBC)</p> <p>Friday June 21st – Merit Assembly, STEM Expo</p> <p>Thursday June 27th – Last day of Term 2</p>	



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STEM Science	Physical Education	STEM Technologies	Japanese
<p>Science Understanding Light from a source forms shadows and can be absorbed, reflected and refracted.</p> <p>Science as Human Endeavour Scientific knowledge is used to solve problems and inform personal and community decisions.</p> <p>Science Inquiry Skills Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks.</p>	<p>Moving our body</p> <ul style="list-style-type: none"> Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061, 065) Basic strategies and tactics to successfully achieve a movement outcome or goal: body awareness, spacial awareness, relationship to and with objects, people, and space (ACPMP063) <p>Learning through movement Ethical behaviour in applying rules in all game situations (ACPMP69)</p>	<p>DESIGN TECHNOLOGIES</p> <ul style="list-style-type: none"> How people address competing considerations when designing products, services and environments. Forces can control movement, sound or light in a product or system. 	<p>Communicating: Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Understanding: Systems of Language Know how to use prepositions to describe the location of objects</p>