



Statement of Intent – Year 5 – Term 3 2024

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English	Humanities & Social Sciences Knowledge
	<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>Penance</p> <ul style="list-style-type: none"> • People use their conscience to make good choices • Jesus teaches people to use loving words and actions • People sin when they choose not to follow what God wants • The Sacrament of Penance helps people to reflect on the choices they make • The Sacrament of Penance helps people to choose to live good lives 	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Identify and describe factors and multiples of whole numbers and use them to solve problems • Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies • Use efficient mental and written strategies and apply appropriate digital technologies to solve problems • Compare and order common unit fractions and locate and represent them on a number line • Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator • Recognise that the place value system can be extended beyond hundredths <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Connect three-dimensional objects with their nets and other two-dimensional representations • Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image compared with the original • Estimate, measure and compare angles using degrees. Construct angles using a protractor 	<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 • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation • Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause • Understand the use of vocabulary to express greater precision of meaning and know that words can have different meanings in different contexts. • Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations • Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations • Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word <p>Literature</p> <ul style="list-style-type: none"> • Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts • 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, in poetry • Create literary texts that experiment with structures, ideas and stylistic features of selected authors <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 • Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming • 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 • 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. 	<ul style="list-style-type: none"> • The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies) (ACHASSK106) • The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHASSK107) • The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by 'what if...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) (ACHASSK107) • The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel) (ACHASSK110)
	Health			Humanities & Social Sciences Skills
	<p>Being Healthy, Safe and Active Changes associated with puberty which vary with individuals:</p> <ul style="list-style-type: none"> - physical - mental - emotional <p>Keeping Safe Focus Areas 1 and 2</p> <p><u>Topic 1: Privacy and the body</u></p> <ul style="list-style-type: none"> - Parts of the body - Exploring the meaning of private - Our bodies are private - Touching <p><u>Topic 2: Recognising abuse</u></p> <ul style="list-style-type: none"> - Definition of abuse - Physical abuse - Neglect - Sexual abuse - Domestic and family violence 			<p>Questioning and researching Locate and collect information and/or data from a range of appropriate primary and secondary sources e.g. media, library catalogues, interviews, internet (WAHASS52)</p> <p>Analysing Interpret information and/or data collected e.g. sequence events in chronological order, make connections with prior knowledge (WAHASS56) Translate collected information and/or data to a variety of different formats e.g. create a timeline, draw maps (WAHASS58)</p>
			Immersion, Excursions & Events	
			<p><u>Tuesday July 25th</u> – Yr 5 AQWA Sleepover <u>Wednesday July 31st</u> – Bishop's Literacy Assessment <u>Friday August 2nd</u> – Merit Assembly, P&F Disco <u>Monday August 12th</u> – Yr 5 Excursion (TBC) <u>Thursday August 15th</u> – Yr 5 Assumption of Mary Mass <u>Friday August 16th</u> – Monday August 19th – No School <u>Tuesday August 20th</u> – Book Week Parade <u>Thursday August 22nd</u> – Yr 5 Parish Mass <u>Friday August 23rd</u> – Track Athletics Carnival <u>Tuesday August 27th</u> – Yr5/6 Parent Info Session (Growth and Development Talks) <u>Wednesday August 28th</u> – Father's Day Stall <u>Thursday August 29th</u> – Yr5/6 Growth and Development Talks <u>Friday August 30th</u> – Father's Day Stall, Merit Assembly, Yr5/6 Goldfields Incurision <u>Friday September 6th</u> – Field and Teams Athletics Carnival <u>Friday September 13th</u> – Merit Assembly <u>Thursday September 19th</u> – Yr 5 Parish Mass</p>	



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STEM Science	Physical Education	STEM Technologies	Japanese
<p>Chemistry</p> <ul style="list-style-type: none"> - Solids, liquids and gases have different <u>observable</u> properties and behave in different ways (ACSSU077) <p>Science as Human Endeavour</p> <ul style="list-style-type: none"> - Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> - With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231) - Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086) - Decide variables to be changed and measured in fair tests, and observe measure and record <u>data</u> with accuracy using <u>digital technologies</u> as appropriate (AC SIS087) - Reflect on and suggest improvements to scientific investigations (AC SIS091) 	<p>Moving our body</p> <ul style="list-style-type: none"> • Linking of fundamental movement skills to specific skills used in organized games, sports, an activities (ACPMP061, ACPMP065) • Basic strategies and tactics to achieve a movement outcome or goal (ACPMP063) <p>Understanding movement</p> <ul style="list-style-type: none"> • Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065) <p>Learning through movement</p> <ul style="list-style-type: none"> • Ethical behaviour in applying rules in all game situations (ACPMP069) 	<p><u>DIGITAL TECHNOLOGIES</u></p> <ul style="list-style-type: none"> • Data is represented using codes • Collect, store and present different types of data for a specific purpose using software • Design, follow and represent diagrammatically, a simple sequence of steps (algorithm), involving branching (decisions) and iteration (repetition) • Implement and use simple programming environments that include branching (decisions) and iteration (repetition) 	<p><u>COMMUNICATING</u> Students will participate in guided tasks related to completing transactions in places such as a cafe or market (ACLJAC146)</p> <p><u>UNDERSTANDING</u> Students will notice differences in interaction styles in Japanese and Australian contexts, for example, in buying something from a shop (ACLJAU160)</p>