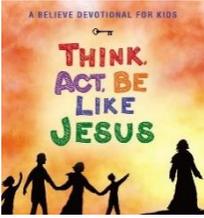


Children who are allowed time to think for themselves, learn to have faith in their own problem solving abilities.



Year 5 Term 1 2019

Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding."
Robert John Meehan

Learning Area	Program Outcomes
<p>Religion</p> 	<p>The first unit of work is called - Relationship Restored- Penance. The basic purpose for which God created the human body is to communicate goodness to others. Both males and females can use many verbal and non-verbal gifts of their bodies to express this goodness. Jesus showed how to relate with others, treating all equally. To help his followers to draw upon God's power to communicate only love and forgiveness through the verbal and non-verbal gifts of their bodies, Jesus gave them the Sacrament of Penance. Through this sacrament Catholics restore their relationship with God after they sin. Through this sacrament also, Catholics follow the steps to reconciliation with God.</p> <p>The second unit of work is called - Choosing to be Good- Jesus (Lent/Easter) Jesus always did what was right, and never sinned. He also promised to save people from Satan and his influence, drawing them to do wrong and to sin. Christians celebrate the power of Jesus Christ as Saviour by recalling and celebrating the events by which he conquered the power of Satan. Christians celebrate Jesus Christ as the Saviour during Lent and Easter.</p>
<p>Maths</p> 	<p><u>Mathematics - Number and Algebra</u></p> <p>Number and place value</p> <ul style="list-style-type: none"> Identify and describe factors and multiples of whole numbers and use them to solve problems. Use estimation and rounding to check the reasonableness of answers to calculations. Solve problems involving adding and subtracting large numbers using efficient mental, written strategies and appropriate digital technologies. Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies. Solve problems involving division by a one digit number, including those that result in a remainder. <p>Topics Covered</p> <ul style="list-style-type: none"> estimation strategies round to 100 and 1000 place value beyond millions decimal addition to hundredths decimal subtraction to tenths multiplication 4x1 digit multiplication 3x2 digit division 3-digit /1 digit division with zeros division with remainders <div style="border: 2px solid green; padding: 10px; margin-top: 10px;"> <p>Mathematical Thinking</p> <p>The four proficiency Strands: Understanding, Fluency, Problem Solving and Reasoning are embedded in this unit of work. The four proficiencies are linked by the teaching pedagogies used, while explicit problem solving strategies are also taught as separate skills. These strategies are:</p> <p>Guess and check, make a table or chart, draw a picture or diagram, act out the problem, find a pattern or rule, check for relevant or irrelevant information, find smaller parts of a large problem, make an organised list, solve a simpler problem and work backwards.</p> </div>

Mathematics - Measurement and Geometry

- Choose appropriate units of measurement for length, area, volume, capacity and mass.
- Use a grid reference system to describe locations. Describe routes using landmarks and directional language
- Compare 12- and 24-hour time systems and convert between them

Topics Covered

- choosing units of measurement
- Latitude and longitude
- Using scale
- Map references
- Compass Points
- 24 hour time
- Read and interpret timetables

Mathematics – Statistics and Probability

- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies.
- List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions Recognise that probabilities range from 0 to 1

Topics Covered

- Probability

Imaths Investigation – Race around Australia

The children will be participating in an Imaths investigation throughout this term. This Investigation develops simple mapping skills and familiarises students with our states and territories, and their capital cities. Students must attempt to fly around Australia in less than 24 hours. They will be amazed at the time it takes to fly the vast distances between some cities in Australia. The real-life skill of planning and coordinating flights tests students' organisational skills and stimulates their imagination.

English

**Writing
Program-7 Steps to Writing Success**

- Step 1-Plan for success
- Step 2-Sizzling starts
- Step 3-Tightening tension
- Step 4-Fynamic dialogue
- Step 5-Show, don't tell
- Step 6 Ban the boring
- Step 7-Exciting endings/Endings with impact

Creative/Imaginary writing activities which include:

Planning and writing narrative

Learning will be scaffolded to ensure students work towards using correct structures and elements. Students will have the opportunity to progressively build upon the skills being taught using writing prompts and other resources to give the students a variety of writing topics.

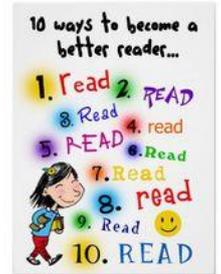
Writing skill development will include:

- Story plans – creating ideas within a set framework. Students develop the beginning, middle and end of a story or text and utilise the appropriate story structure.
- Developing a plot – drawing on planning strategies to assist effective story creation.
- Character descriptions – using appropriate descriptive language to convey meaning.
- Genres – recognising and understanding the conventions of a particular text.

- Settings – creating a scene
- Use of dialogue – understanding that dialogue has rules and is composed of different elements. Recognising direct and indirect speech.
- Proof reading – using strategies to improve quality and presentation of the story.
- Editing – for punctuation, spelling, language features and structures.

Factual writing activities which include:

- Persuasive texts
- Note Taking skills – skimming, scanning and key words.
- Summaries/Recounts
- Explanations
- Procedures
- Reports
- Letters



Reading

Reading is ongoing across all learning areas.

Focus novel – 'Twits' by Roald Dahl'. This text will be read as a whole class and will be used to support the Literacy program.

Reading Groups – students will work in ability groups completing activities such as:

- Guided Reading
- Independent Reading
- Shared Reading
- Modelled Reading
- Repeated Reading
- Readers Theatre
- Responding to the text
- Word work – vocabulary, spelling and grammar related to group or class text.

Comprehension

- Responding to literal and inferential questioning and clues
- Highlighting important information
- Using comprehension strategies to identify the main idea, summarising and retelling. The 'Cars and Stars' program will facilitate this process.

The comprehension strategies are: Finding main idea, recalling facts and details, understanding sequence, recognising cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying author's purpose, interpreting figurative language and summarising.

Research and note taking linked to colonial Australia and explorers.

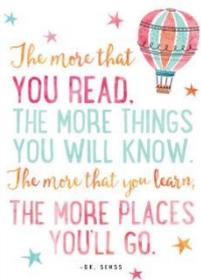
Author study.

Literacy Pro – levelled reading program.

Listening, Speaking and Viewing

Activities will include:

- Discussions and presentation of point of view using persuasive argument.
- Class discussions relating to Colonisation of Australia.
- Familiarisation of the discovery of Australia and early colonisation.
- Using ICT to research and gather information for history assignment.
- Using *Behind the News* reports for students to practice note taking and enhance listening skills.



- Listening and responding appropriately to others.

Spelling

Our Program is based on the Dianna Rigg Spelling Program. The children are put into ability based groups. The children are given exposure to their words in their everyday reading and in their everyday work. The spelling unit consists of two parts: for the first part the children will be taught a particular set of sound blends and the words that have those sounds, silent letters or homophones and homographs. The second part consists of the students learning a spelling rule and then completing activities that utilise that rule.

Grammar

This grammar program is comprised from the St Luke's Grammar Scope and Sequence document. Included throughout the term will be revision from Year 4.

History

History

The Australian colonies (This will be covered in Semester 1)

Historical Knowledge and Understandings

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)

The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)

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)

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)

Inquiry skills

Questioning, Researching, Analysing, Evaluating and Reflecting and Communicating

Inquiry questions provide for connections within the humanities and social sciences learning area or across other learning areas.

- How have individuals and groups in the past and present contributed to the development of Australia?
- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

History provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum will be drawn upon to encourage engagement.



Geography



Geography

Factors that shape the environmental characteristics of places

(This will be covered in Semester 1)

Geography Knowledge and Understandings

The influence of people on the environmental characteristics of places in Europe and North America and the location of the major countries in relation to Australia.

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places. Students will participate in Mater Dei's Whadjuk gift in Term 1.

The environmental and human influences on the location and characteristics of a place and the management of spaces within them.

The impact of bushfires or floods on environments and communities and how people can respond.

Health



Health

Keeping Safe Program

The two over riding themes of this program are:



Everybody has the right to feel safe at all times!

- We all have the right to feel safe
- We can help ourselves to be safe by talking to people we trust

These themes are divided into four focus areas:

- Focus 1 - The right to be safe
- Focus 2 - Relationships

- Focus 3 - Recognising and reporting abuse
- Focus 4 - Protective strategies

In Term 1 we will be completing Focus Area 1-The right to be safe.

Topic 1 Being safe

- definition of safety
- adults caring for children
- imagining a safe place

Topic 2 Warning signs

- warning signs-physical indicators
- warning signs chart
- exploring different types of feelings
- feeling unsafe

Topic 3 Risk-taking and emergencies

- ideas about being safe
- a timeline of independence
- identifying risks
- what is an emergency?
- personal emergency

**Technology
and
Enterprise**

Technology and Enterprise

One Note Page Design

Outcome – ***Design and Technologies Knowledge and Understanding***
Design and Technologies Processes and Production Skills

The students will construct a One Note page. This page will contain information regarding what the students are doing in class. Every week the children will learn what the capabilities are of the software and how to use it to meet a common goal. This page will be updated weekly with the children given the opportunity to reflect on their learning.