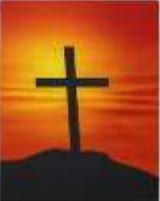


Learning Area	Program Outcomes
<p>Religion</p> 	<p>Nourishing our Goodness - Eucharist As people wonder at the communities to which they belong, many begin to wonder at God who created people for community. Many have realised that communities are evidence that God provides for people. Jesus showed by his own example the need to obey community leaders and rules. He began a special community, the Church, to help people draw on the help of God to overcome the selfishness and temptations that make it hard for them always to love and to do good.</p> <p>The Church Community - Church Members of the Church, like any community, need to meet, to obey leaders and to obey rules. They also share the basic teachings of Jesus. Jesus showed how to express good qualities. He gives himself to his followers in Holy Communion to help them develop all the good qualities God created in them. Catholics recall that Jesus gave the Eucharist to his followers at the Last Supper. Catholics continue to celebrate the Eucharist today. Jesus calls his followers to love others as he does, and helps them do so as they receive him in Holy Communion.</p>
<p>Maths</p>	<p>Australian Curriculum Outcomes Mathematics - Number and Algebra</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 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. Compare, order and represent decimals. Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction. Compare and order common unit fractions and locate and represent them on a number line. <p>Topics Covered</p> <ul style="list-style-type: none"> Decimal addition/subtraction to tenths and hundredths. Factors and multiples to solve problems. Percentages. Factor trees. Estimation strategies. Compare and order fractions. Equivalent fractions <div data-bbox="1045 1198 1544 1473" style="border: 1px solid black; padding: 5px;"> <p>Mathematical Thinking 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.</p> </div> <p>Mathematics - Measurement and Geometry</p> <ul style="list-style-type: none"> Choose appropriate units of measurement for length, area, volume, capacity and mass. Compare 12- and 24-hour time systems and convert between them. Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries. Use a grid reference system to describe locations. Describe routes using landmarks and directional language. Connect three-dimensional objects with their nets and other two-dimensional representations. Calculate perimeter and area of rectangles using familiar metric units. <p>Topics Covered</p> <ul style="list-style-type: none"> Australian time zones. 24-hour time. Map references. Compass points. Perimeter and area of rectangles. Nets of 3D shapes. Flip, slide and turn. Using scale. 

- Latitude and longitude.
- Capacity, volume and mass.

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.
- Describe and interpret different data sets in context.

Topics Covered

- Column graphs
- Dot plots
- Discrete data

iMaths Investigation – Dynamic Dominoes

The children will be participating in an iMaths investigation throughout this term. The investigation will cover the following concepts:
Compare and order fractions, equivalent fractions, add and regroup fractions, add and subtract fractions, percentages.

English

Writing

Creative/Imaginary/factual writing activities which include:

Planning and writing narrative, persuasive texts and reports.

Learning will be scaffolded to ensure students work towards using correct structures and elements.

Students will have the opportunity to continue to 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.
- Sequence of events.
- 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:

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

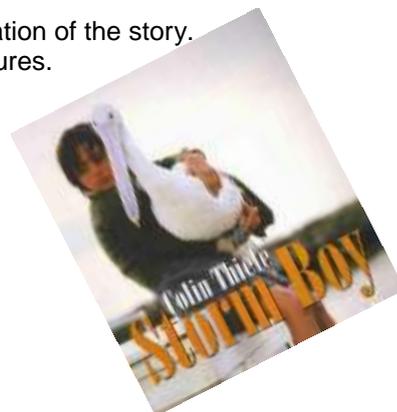
Reading

Reading is ongoing across all learning areas.

Focus novel – ‘Storm Boy by Colin Thiele’. 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 – Cars and Stars Program

This program facilitates the comprehension strategies: 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.

Lit Pro – levelled home reading program.

Listening, Speaking and Viewing

Imbedded into the History program, Listening and Speaking activities will enable the children to learn about the Stolen Generations of Indigenous Australians. The ongoing impact that these events have had on their culture will be explored and presented in informal; and formal discussions and presentations.

Activities will include:

- To write a diary entry that is from another's point of view and to present the diary entry to the class in a formal, coherent and clear manner.
- To write a Haiku poem on Indigenous Australians and present it to the class using a set criteria.
- Using *Behind the News* reports for students to practice note taking and enhance listening skills.
- Listening and responding appropriately to others.

Spelling

Included as part of the children's words are sight words from 'Dolch', Dianna Rigg and the Spelling Rules textbook. The children are grouped in flexible ability groups. This spelling program also consists of a focus for the week, which comes from St Luke's Spelling Scope and Sequence. The students spelling words are levelled and thematic which means the words are based on the theme which is being taught. The children are given exposure to these 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.

Nouns

Etymology: bringing subject and technical vocabulary to new reading tasks.

Word origins: continue building vocabulary using prefixes, suffixes and root words.

Homophones/homonyms.

Understand that descriptive detail can build up around a noun.

Types of nouns: common, proper, collective and pronouns(revision from Year 4)

Adjectives

Kinds of adjectives: descriptive adjectives tell what kind (yellow, fast); limiting adjectives tell which one (my house), how much (enough time) or how many (several minutes).

Kinds of adjectives: Adjectives with absolute qualities (unique, perfect).

Position of adjectives for effect – before or following the noun. E.g. – The house, shabby and alone.

Adverbs

Adverb groups and phrases e.g. time, manner and place.

Use adverbs to modify verbs.

Verbs

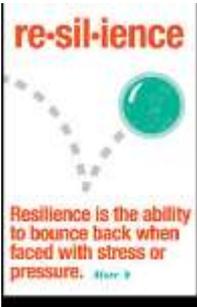
Tenses: simple past perfect; simple past present perfect and future perfect and other relevant verb tenses.

Use modal verbs to indicate degrees of possibility.

Conjunctions

Cohesive links: conjunctions that introduce adverbial clauses of cause (because, since, as, therefore), of concession (although, though, even though, while), of condition (if, unless), of result (so, so that), of

	<p>purpose (so, so that, in order that), of time (while, before) and comparison (as...as, so...as, than). 'However'</p> <p>Sentence Structure The prominence given to meaning by the starting point of a sentence. Figurative language: simile, metaphor, personification; in imaginative, informative and persuasive texts). Using paragraphs.</p> <p>Punctuation Direct speech: explore and experiment with the use of quotation marks. Apostrophe of omission and possession. Use of full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.</p>
<p>History</p>	<p><u>History</u></p> <ul style="list-style-type: none"> • Impact to Aboriginal Culture and Life • A Changing Environment • Life in the 1800's • World War 1 – Gallipoli and Anzac day • Eureka Stockade  <p>Historical Knowledge and Understandings</p> <ul style="list-style-type: none"> • This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. • The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. • The impact of a significant development or event on a colony; for example, frontier conflict, internal exploration, the advent of rail, the expansion of farming and drought. • The reasons people migrated to Australia from Europe and Asia, and the experiences and contribution of a particular migrant group within a colony. • The role that a significant individual group played in shaping a colony, for example, farmers and Aboriginal and/or Torres Strait Islanders. • The history of WW1 and Australia's involvement via their battle at Gallipoli. Students to gain an understanding as to what went on during the day of April 25, 1915. <p>Historical skills. The students will explicitly focus on:</p> <ul style="list-style-type: none"> • Sequencing significant historical people and events. • Using historical terms and concepts. • Using historical terms when speaking, writing and illustrating. • Identifying and locating a range of relevant sources. • Posing an investigation question to inform an historical inquiry. • Locating and identifying relevant information and comparing sources. • Using a range of communication forms (oral, graphic, written) and digital technologies.  <p><u>Inquiry skills</u> <i>Questioning, Researching, Analysing, Evaluating and Reflecting and Communicating</i> Inquiry questions provide for connections within the humanities and social sciences learning area or across other learning areas.</p> <ul style="list-style-type: none"> • Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges. • Locate and collect relevant information and data from primary and secondary sources. • Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

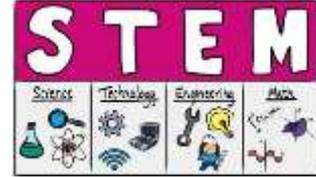
	<ul style="list-style-type: none"> • Examine different viewpoints on actions, events, issues and phenomena in the past and present. • Work in groups to generate responses to issues and challenges. • Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects. <p>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.</p>
<p>Health</p> 	<p><u>Resilience and Wellbeing</u> <i>In Year 5, the content provides students with the opportunity to focus on the influence of emotional responses on relationships and to develop skills and strategies to manage changing relationships occurring at key transition points in their lives. They learn about ways they can take action to promote safe and healthy lifestyle practices in a range of contexts. They also focus on the importance of preventive measures to enhance their own health and promote a healthy lifestyle.</i></p> <p>The Term 2 programme provides the explicit teaching of personal and social capabilities that foster resilience and wellbeing among Year 5 students. The skills and attitudes to be taught are listed under four elements:</p> <ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Social management <p>Students will be given many opportunities to rehearse these resilience and wellbeing skills. Practising the skills in a safe and supportive environment increases the chances of these skills being used in a student's everyday life.</p>
<p>Science</p>	<p><u>Science</u> <i>Desert Survivors</i> <u>Science Inquiry Skills</u></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be. <p>Planning and conducting</p> <ul style="list-style-type: none"> • With guidance, plan appropriate investigation methods to answer or solve problems. • Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data. • Use materials and equipment safely. <p>Processing and analysing data and information</p> <ul style="list-style-type: none"> • Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate. • Compare data with predictions and use evidence in developing explanations. <p><u>Term 2 Activities:</u> In Term 2, the unit <i>Desert Survivors</i> provides students the opportunity to explore some of the physical and behavioural features of desert plants and animals, and to compare them with plants and animals that live in other environments. Through hands-on activities, students investigate how the features of desert plants and animals help them survive in their own natural environment.</p> <ul style="list-style-type: none"> • Introduction to elicit students' ideas about how living things have structural features and adaptations that help them to survive in their environment. • To provide students with hands-on experience of how having smaller leaves can help plants avoid desiccation. • To investigate how living things adapt through the use of colour. • To support students to represent and explain their understanding of how structural features and adaptations help living things to survive in their environment. 

- To support students to research information about the structural features and adaptations of a particular desert animal and plant.
- To provide opportunities for students to represent what they know about how living things have structural features and adaptations that help them to survive in their environment, and to reflect on their learning during the unit.

**Technology
and
Enterprise**

Technology and Enterprise

**STEM – Science, Technology, Engineering and Mathematics
Design Technologies**



The children will be immersed in activities that integrate the four disciplines: Science, Technology, Engineering and Mathematics. The weekly tasks are hands on and encourage the children to collaborate with each other. They will need to think critically about the task to achieve success.

As part of this unit, the children will also learn how to use computer language when coding. The blocks of code will be manipulated to make characters do certain actions. They will see coding in action when they program a Sphero to move in certain directions based on the coding that they have inputted.