### Religion

The first 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.

The second 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.

### Maths

#### Australian Curriculum Outcomes

**Mathematics - Number and Algebra**

**Number and place value**
- 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.

**Topics Covered**
- estimation strategies
- round to 100 and 1000
- place value beyond millions
- multiplication 4x1 digit
- multiplication 3x2 digit
- lattice method of multiplication
division 3-digit /1 digit
- division with zeros
- division with remainders

**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. These strategies are:
- 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.

**Mathematics - Measurement and Geometry**
- Choose appropriate units of measurement for length, area, volume, capacity and mass.
- Compare 12- and 24-hour time systems and convert between them.
- Estimate, measure and compare angles using degrees. Construct angles using a protractor.

**Topics Covered**
- choosing units of measurement
- measure angles 0-180
- Australian time zones
- 24-hour time

**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.

**Imaths Investigation – Twinkle Twinkle**

The children will be participating in an Imaths investigation throughout this term. The investigation will cover the following concepts:
- Factors and multiples, rounding to 100 and 1000, estimation, place value, multiplication, expanded notation and measuring angles.

**Topics Covered**
- column graphs
- dot plots
- line graphs
**English**

**Literacy**

**Writing**

*Creative/Imaginary writing activities which include:*

Planning and writing narrative and persuasive texts.

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:**

- 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 – ‘Matilda 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.

Teaching, modelling and practising skills of compare and contrast strategy.

Research and note taking linked to colonial Australia and explorers.

Author study.

**Literacy Pro** – levelled reading program.

| NAPLAN | Preparation for NAPLAN – Week 3  
Term 2.  
Numeracy, Reading, Writing and Language conventions. |
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
The program will be based on the text Spelling Rules (Book G) by Helen Pearson and Janelle Ho. 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.

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).

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

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

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 purpose (so, so that, in order that), of time (while, before) and comparison (as…as, so…as, than). ‘However’

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.

Punctuation
Direct speech: explore and experiment with the use of quotation marks.
Apostrophe of omission and possession.
**History**

**History Knowledge and Understandings**
- Early Discovery of Australia – Early and Significant Explorers
- Establishing The Colonies - Colonial Settlement
- Patterns of settlement in including Western Australia and Norfolk Island

**UNIT ONE**
Exploring the development of British colonies in Australia
Investigating the colonial period in Australia
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. Students explore reasons for colonisation and how lives were changed as a result. They identify locations of colony settlement across Australia and the impact this had on different communities.

There is a strong focus in this unit on the use of the historical skills. The students will explicitly focus on:
- use historical terms sequence significant historical events showing key stages in the development of colonial Australia
- use historical terms when speaking, writing and illustrating
- sequencing significant historical and colonisation events
- investigate the reasons for people migrating to Australia and the experiences and contributions of migrants within a colony
- posing an investigation question to inform an historical inquiry
- locating and identifying relevant information and sources and different points of view
- using a range of communication forms (oral, graphic, written) and digital technologies.

**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.
Health

Personal Health
The Health Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. 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.

The Term 1 programme will focus on what it means to be healthy and the actions that students can take to optimise personal health, safety and physical activity.

Students will participate in:
- Investigating practices that help promote and maintain health and wellbeing, such as eating a diet reflecting The Australian Guide to Healthy Eating, meeting recommendations for daily physical activity and creating connections with others to enhance social health
- Comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals
- Proposing and implementing opportunities to increase their physical activity levels at school and at home
- Examining how media and public identities influence the way people act and the choices they make
- Sharing how important people in their life influence them to act or behave in a healthy or safe way
- Analysing health messages in the media and comparing their interpretations with those of other members of the class

Science

Science Inquiry Skills

Questioning and predicting
- With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be.

Planning and conducting
- 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.

Processing and analysing data and information
- 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.

Term 1 Activities:
What's the Matter? This unit provides students the opportunity to explore properties of solids, liquids and gases, and how they behave in different ways.
- Introduction to solids, liquids and gases by exploring different materials
- Explore and record properties of liquids
- Explore and record properties of different solid materials
- Work in teams to conduct a fair test investigation about air
- Investigate whether observable properties of materials change with temperature
- Represent what they know about how solids, liquids and gases have different observable properties and behave in different ways.
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<th><strong>Technology and Enterprise</strong></th>
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<td></td>
<td><strong>Design and Technologies Processes and Production Skills</strong></td>
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The students this term will be involved in a collaborative technology based in class assignment. 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.