

## Term 2, Week 5 & 6

### 5/6 Learning Intentions:

For the students to:

#### *Emotional*

- Show flexibility and agility with changes in and around the learning space

#### *Social*

- Respect other people's ideas and opinions

#### *Language*

- Use sophisticated vocabulary when discussing Australia's Government System
- Use respectful language when discussing historical figures and their achievements
- Experiment with common Italian words and phrases

#### *Cognitive/Thinking*

- Make connections between content at school and experiences outside of school (eg. Location/Maps and routes for maps)
- Reflect on notes taken in class to solidify understanding

#### *Physical/Health*

- Show vigilance in hygiene habits including hand washing and coughing
- Show awareness of symptoms and notify an adult when they are feeling unwell

## Literacy

- Explore the structure and characteristics of biographies and auto-biographies
- Notice that biographies are built around significant events, problems to overcome and the subject's decisions
- Select and analyse the significance of important events or turning points in biographies
- Experiment with using quotes from real people in non-fiction texts, using appropriate quotation marks and references
- Demonstrate that biographies are presented in an unbiased view
- Identify vocabulary used when exploring biographies
- Synthesise by linking different pieces of information in a text to form a new understanding
- Identify vocabulary used when discussing and reading about Australia's Government System
- Create transitions between paragraphs to show the progression of ideas
- Use apostrophes correctly in contractions and possessives

## Numeracy

- Compare 12 and 24 hour time
- Convert between units of time
- Interpret and use time tables
- Measure, calculate and compare elapsed time
- Compare and order common unit fractions
- Compare and order fractions with related denominators
- Locate and represent fractions on a number line
- Use a grid reference system to describe locations
- Describe routes using landmarks and directional language
- Explore the Cartesian Coordinate system using all four quadrants

## Religious Education

- Analyse and reflect on scripture texts and stories in Catholic Tradition to inform our actions, attitudes and values
- Analyse and critique personal and global words in light of the teachings of the Catholic Church seeking to make a difference.

## Inquiry/P.B.L (Problem Based Learning)

- Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship
- Identify different points of view on contemporary issues  
Investigate how people with shared beliefs and values work together to achieve goals and plan for action
- Explore the concept of global citizenship

## Wellbeing

- Examine how problems may contain more than one ethical issue
- Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences
- Discuss the role and significance of conscience and reasoning in ethical decision-making