

<div> <div> Statement of Intent Year 5 &amp; 6 Weeks: 5, 6 &amp; 7 </div>  </div>		<div> Term: Four Subject focus: Literacy &amp; Numeracy/RE &amp; Wellbeing </div>		
		<div> Due to COVID -19 Modified Curriculum during this period </div>		
Developmental Domain Focus	Learning Outcomes (Victorian Curriculum)	Immersion or other exposure, concepts, excursions, school events	Student Interests	Assessment/reflection experiences
<p><b>Emotional</b> For the students to: actively build emotional strength within the classroom by identifying the emotion the children are feeling and convey understanding or empathy</p> <p><b>Social</b> For the students to: Recognise that building resilience can be supported by feeling a sense of belonging, fitting in or connection.</p> <p><b>Wellbeing</b> For the students to: Recognise and display leadership qualities, in themselves and their peers</p> <p>Resilience building can help us with change and transition</p> <p><b>Language</b> For the students to: Articulate all words, speak using a persuasive and interesting tone of voice so that your episode of 'Let's Get This Straight!' is engaging</p> <p><b>Cognitive/Thinking</b> For the students to: Think deeply by making decisions, comparing, analysing, evaluating and justifying responses and answers.</p> <p><b>Physical/Health</b> For the students to: Learn different ways of warming up before exercise by watching videos created by three secondary school students</p> <p><b>Religious Education</b> For the students to: Explore the concept of stewardship and caring for God's Creation</p> <p>Develop a stronger understanding of how to connect with God and others</p>	<p><b>Numeracy</b> For the students to: List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions</p> <p>Recognise that probabilities range from 0 to 1</p> <p>Describe probabilities using fractions, decimals and percentages</p> <p>Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies</p> <p>Compare observed frequencies across experiments with expected frequencies</p> <p><b>Literacy</b> For the students to: <b>Reading</b> Apply the skill of analysing to a range of texts</p> <p>Apply the skills of predicting and inferring to a range of texts</p> <p>Posing and discussing questions as well as making balanced judgements about texts they've read or viewed</p> <p><b>Writing</b> Work collaboratively to record and collate their episode of the podcast 5 / 6 Podcast - 'Let's Get This Straight!'</p> <p><b>Spelling</b> The digraph /ci/ making the sound "sh" as in special</p> <p>The digraph /ou/ making "eh" as in famous</p> <p><b>Speaking and Listening</b> ask specific questions to clarify a speaker's meaning, make constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions</p>	<p>School Closure Day 2/11</p> <p>Melbourne Cup Day 3/11</p>	<p>Basketball</p> <p>Soccer</p> <p>Girl Guides</p> <p>Cricket</p> <p>Football</p> <p>Video Games</p> <p>Performing Arts</p> <p>Dancing</p> <p>Bike Riding</p> <p>Swimming</p> <p>Gymnastics</p> <p>Jiu Jitsu</p> <p>Martial Arts</p> <p>Tennis</p> <p>Painting</p> <p>Guitar</p> <p>Cooking</p> <p>Space</p> <p>Dogs</p> <p>Cats</p> <p>Taekwondo</p> <p>Skateboarding</p> <p>Netball</p> <p>Singing</p> <p>Drawing</p> <p>Travelling</p> <p>Skiing</p>	<p>PAT Reading</p> <p>PAT Grammar and Punctuation</p> <p>PAT Maths</p> <p>Burt</p> <p>Patterns and Algebra</p> <p>Post-Assessment</p> <p>Angles Pre-Assessment</p>