



IMPORTANT DATES

NAPLAN:

Language Conventions and Writing
Tuesday 15th May

NAPLAN: Reading
Wednesday 16th May

NAPLAN: Numeracy
Thursday 17th May

Year 5 Camp – Arrabri Lodge
Group 1, 28th-30th, May

Year 5 Camp – Arrabri Lodge
Group 2 30th May – 1st June

Curriculum Day
Thursday 24th May

3-Way Conferences
Mon/Tues/Wed 25th-27th June

Last day of Term 2
Friday 29th June

YEAR 5 TEAM:

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YEAR 5 CURRICULUM OVERVIEW TERM 2 2018

Dear Parents/Caregivers,

Welcome back to Term 2.

The Year Five Team would like to extend a warm welcome to all our parents, caregivers and students, old and new. We have a number of new students to Year 5 at Alamanda this year and are pleased to say that they have all settled in well. All of the students have made an impressive start to the term, applying outstanding effort and enthusiasm. With parental support and partnership, we look forward to a positive and productive year ahead!

TERM 2 UNIT OF INQUIRY

Transdisciplinary Theme: SHARING THE PLANET

Central idea: Conflict Resolution depends on perspective and understanding.

Lines of Inquiry:

- Line of Inquiry into the varying viewpoints of conflict.
- Line of Inquiry into the consequences of conflict.
- Line of Inquiry into Expert strategies of conflict resolution.
- Line of Inquiry into the personal strategies for conflict resolution.

Teacher questions and provocations will drive this Unit of Inquiry?

- What is conflict and What does conflict look like?
- Where do you see conflict? At school? At home? On TV?
- What is conflict around the world?
- Can you resolve conflict?
- Can the conflict have a positive outcomes?

Summative Assessment

Students will show their understanding

of the Central Idea 'Conflict Resolution depends on perspective and understanding' by evaluating a conflict scenario and the effectiveness of the strategies used to resolve that conflict.

Transdisciplinary Theme: HOW WE ORGANISE OURSELVES

Central idea: Organised energy systems meet the needs of communities

Lines of Inquiry

- Line of Inquiry into the energy systems
- Line of inquiry into exploring the different ways electricity can be generated.
- Line of inquiry into the advantages and disadvantages into energy systems

Teacher questions will drive this Unit of Inquiry?

- What are renewable energy sources?
- How is energy distributed?
- Is renewable energy viable?
- What are the advances of energy systems?

Summative Assessment

Students will create a proposal of an energy system for a community that needs electricity. They will write a report explaining their reasoning and an explanation of how it works.

INQUIRY INTO LITERACY

In Literacy sessions, students participate in whole class, small group and individual reading and writing experiences based on their needs, crucial reading and writing strategies and the concepts involved in each unit. Mentor texts play a key role in the teaching of both reading and writing at Alamanda College. These texts serve as writing exemplars to study and learn from.

WRITING FOCUS ON PERSUASIVE AND NARRATIVE TEXTS:

In Terms One and Two, the students will be reading and writing persuasive texts. They will learn that persuasive writing is used to influence how the reader thinks, feels, acts or makes decisions with regard to a particular idea, issue or proposal. In line with the 'Persuasive Marking Guide' provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), we will be focusing on the following areas:

Audience:	The writer's capacity to orient, engage and persuade the reader.
Text Structure:	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.
Ideas:	The selection, relevance and elaboration of ideas for a persuasive argument.
Persuasive Devices:	The use of a range of persuasive devices to enhance the writer's position and persuade the reader.
Vocabulary:	The range and precision of contextually appropriate language choices.
Cohesion:	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations).
Paragraphing:	The segmenting of text into paragraphs that assists the reader to follow the line of argument.
Sentence Structure:	The production of grammatically correct, structurally sound and meaningful sentences.
Punctuation:	The use of correct and appropriate punctuation to aid the reading of the text.
Spelling:	The accuracy of spelling and the difficulty of the words used.

Narrative Texts:

Along with persuasive texts, the students will be reading and writing narrative texts. They will learn that a narrative is a time-ordered text that is used to narrate events and to create, entertain and emotionally move an audience. Other social purposes of narrative writing may be to inform, to persuade and to socialise. In line with the 'Narrative Marking Guide' provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), we will be focusing on the following areas:

Audience:	The writer's capacity to orient, engage and affect the reader.
Text structure:	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.
Ideas:	The creation, selection and crafting of ideas for a narrative.
Character:	The portrayal and development of character.
Setting:	The development of a sense of place, time and atmosphere.
Vocabulary:	The range and precision of contextually appropriate language choices.
Cohesion:	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations).
Paragraphing:	The segmenting of text into paragraphs that assists the reader to negotiate the narrative.
Sentence structure:	The production of grammatically correct, structurally sound and meaningful sentences.
Punctuation:	The use of correct and appropriate punctuation to aid the reading of the text.
Spelling:	The accuracy of spelling and the difficulty of the words used.

Reading Strategies:

All Year Five classes will focus on crucial reading strategies such as: Activating Prior Knowledge, Predicting, Clarifying, Questioning, Making Connections, Inferring, Summarising, Personal View, Visualising, Evaluating, Synthesising and Note Taking (Cornell Notes).

For independent reading and reading groups, students read texts provided by their teacher or on their iPads and laptops using apps such as 'Epic', 'Literacy Planet' and 'iBooks'. They also have access to year level libraries for their learning.

AUTHOR STUDY, MENTOR TEXTS AND SOLO TAXONOMY

This term, the Year Five students are undertaking an author study on 'Robert Burleigh'. Every 1-2 weeks we will 'unpack' a different mentor text by this author, using SOLO Taxonomy. SOLO Taxonomy is a framework within which the students work through levelled questions or tasks based around the given text. The use of SOLO allows us to upgrade the cognitive demand of the tasks we undertake and to scaffold students into deeper thinking and metacognition.

SOLO TAXONOMY LEVELS

Lower-Order Thinking Skills – These tasks test students' surface thinking:

Uni-structural – the students can identify one idea.

Multi-structural – the students are able to identify a number of ideas, but are not yet able to see the connections between these ideas.

Higher Order Thinking Skills – These tasks test deep thinking.

Relational – the student sees the significance of how various pieces of information relate to one another.

Extended abstract – the student conceptualises at a level extending beyond the text. They are able to transfer their understanding to new situations and concepts.

LITERACY GOALS

In Literacy, the classes will set whole group reading and writing goals based on the text type/s being studied, however, the students will also have additional personal goals of their own. They will also work on a range of whole class and personal spelling goals throughout the year.

Students are expected to be working on their goals throughout the day (where appropriate) and will be given time to independently work on them through inquiry based investigations. They are also encouraged to develop their Literacy skills and achieve their learning goals by using apps such as Literacy Planet.

Writer's Notebook

A writer's notebook is a special book where the students are able to react to the world around them. In this notebook, they can record their observations, wonderings, thoughts, feelings, experiences and ideas. These begin as 'seeds' that can serve as stimuli for more formal writing. The writer's notebook is a safe place in which the writer may develop his or her writing skills by taking risks and experimenting with language.

MATHEMATICS

With the use of assessment data, the Year Five teachers develop an understanding of their students' abilities and understanding of mathematical concepts. This data is also used to support the students in selecting personal learning goals from each strand (Number and Algebra, Measurement and Geometry and Statistics and Probability). The teachers then plan and run fluid workshops, within and across classes to best meet the needs of every student, rather than rigidly teaching only the Year Five curriculum. Throughout this term, we will provide workshops on the following areas, as needed:

Number and Algebra:

The accurate and rapid recall of addition, subtraction, multiplication and division number facts (time will be given for daily practise);

Strategies for solving worded number problems, including:

- RUCSAC (Read, Understand, Choose, Solve, Answer and Check).
- Acting it out or using concrete materials;
- Guessing and checking;
- Making an organised list;
- Looking for a pattern;
- Drawing a diagram;
- Drawing a table.

Revision of addition, subtraction, multiplication and division operations;
Representing and ordering numbers to the hundreds of thousands and beyond;
Comparing, ordering, adding and

subtracting fractions;

Comparing, ordering and representing decimals.

Measurement and Geometry:

Units of measurement;
Time; 2D and 3D shapes;
Perimeter/Area/Volume; Mapping;
Angles.

Statistics and Probability:

Chance and probability; Data representation and interpretation.

The students will also be given time to work on their goals independently or with other students with the same goals. Students are encouraged to use sites/apps/programs such as Mathletics, Alamanda Maths, Khan Academy and Math Antics to develop their mathematical understanding and achieve their goals.

SPELLING

Spelling is an important focus for the Year Five team. Our spelling program runs regularly and includes the explicit teaching of spelling strategies as well as spelling investigations. Time is given to work on personal spelling goals. The Year Five Spelling Program is planned around the needs of the students but includes the development of Phonological (sounds), Visual (the way words and letter combinations look), Morphemic (meaning) and Etymological (word origins) knowledge.

As well as this, spelling is naturally integrated throughout the reading and writing program each day. The Year Five teachers strive to seize teaching/learning opportunities to address needs that come to light in the course of other learning experiences.

HANDWRITING

The Year Five students have regular, explicitly modeled handwriting sessions. We continue to focus on the revision of correct letter formation, entries, exits and joins. Students self assess their own letter spacing and size, the spacing between words and slope. Both print and cursive instruction is provided as needed.

YEAR 5 CAMP

Located in the scenic Upper Yarra Valley, Arrabri Lodge is the ideal venue for our camp. Offering affordable accommodation, full

catering and adventure activities for groups of up to 190, it is ideal for school, music, church and special interest groups. The modern facilities and adventure activities combine with a beautiful mountain setting and superior service to offer a unique camp experience. Most importantly the camp provides all the assistance you required in planning and programming to ensure a successful camp.

ACTIVITIES

With a huge range of indoor and outdoor activities, there never seems to be enough hours in the day to fit it all in. Arrabri Lodge offers an excellent mix of both challenging adventure activities as well as more relaxing leisure activities.

For school groups the outdoor education curriculum is delivered through personal development, environmental and adventure themes. By staying away from home our camping program provides opportunities for relationship building and development of interpersonal skills in the fun relaxed environment of camp.

Just for fun we have:

- Indoor Basketball Court;
- HUGE Games Room (Air Hockey, Soccer table, Pool table, Table Tennis & Hooky);
- Data Projection System (for movies and digital television or plug in the laptop to review camp photos). The huge screen area and built in sound system makes it easy for everyone to hear and see;
- Tennis Court;
- Trampoline;
- An outdoor grassy sport area.

Giant Swing

Extreme fun for the bravehearted! You decide how far you can go before releasing and swinging high in the hills. Operated by Arrabri Lodge staff.

Minigolf

Our challenging 18 hole minigolf course provides real challenges and great fun for all ages.

Low Ropes Course

Consists of 14 challenging obstacles designed to physically and mentally challenge all participants regardless of age. Encourages teamwork, empathy and trust for the entire group.

Flying Fox

provides excitement and fun while it also increases each participant's courage and self-confidence. It runs for an exhilarating 80 metres and is operated by Arrabri Lodge staff.

Initiatives Course

Our Initiatives course is designed to have participants unite and function as a group through teamwork, trust and communication. The level of difficulty is determined by the rules and restrictions placed on the group. A great "icebreaker" activity to get the camp program going.

Archery

Is a fun activity which can be enjoyed by groups of all ages no matter what the weather conditions. Participants are instructed in the basic skills required to hopefully hit a bullseye.

Orienteering

Our orienteering program is designed to give participants a fun experience in map reading while developing important navigational skills.

The Rock Wall

A 52 metre long colour coded courses designed to test different skill levels. The wall is also completely undercover.

Damper Cooking

At our authentic style bush hut and campfire area is subject to fire restrictions. All the required equipment and ingredients are supplied for your convenience.

Gold Panning

Most of our groups go for a 1 ½ klm walk to the Yarra River where they spend some time learning the techniques of gold panning.

Sensory Trail

A roped course through the bush where participants learn to rely on all senses other than sight in a controlled environment.

Night Time Entertainment

Our large recreation hall provides a fantastic environment to run activities such as a Disco, Bush Dance or Concert. A professionally run bush dance can be organised by our staff for a small charge per person.

The Nocturnal Trail and Campfire

A great way to finish off a day full of excitement and adventure.

YEAR FIVE AND SIX SPORT/OUTDOOR GAMES:

Each Thursday, the Grade 5 students come together for an outdoor sport session or game. The students are divided into their House groups, and rotate through four activities for the term. Each house every week is scored based on effort, teamwork, sportsmanship and behaviour. The sports for this term are Kickball, Cricket, Capture the Flag, Bob, Dodge-ball and Rob the Nest. Please ensure that students are wearing their sports uniform on Thursdays!

COMMUNICATION:

Please make your child's teacher your first point of call should you require clarification or have concerns. Contact can be made in person or by a note, email or phone call. Please note that should you wish to speak to your child's teacher face to face, you will need to do this **before 8:30am or after 2:50pm**. You will need to pre-book a time

if you feel you will need longer than a few minutes.

School Hours:

Classroom doors open at **8:30am**, ready for the students to learn at **8:40am sharp**.

Please note that students who arrive after 8:40am are marked as late on the roll. Please ensure that your child arrives on time for their learning so that they do not miss valuable instructions or disrupt the learning of others. In order to foster self-management, students are expected to come in by themselves and follow the set class routine. The school day concludes at 2:50pm.

EARLY DEPARTURES:

If you need to collect your child before the end of the day, you will need to sign them out at the office before you collect them from their classroom. Teachers will be unable to release your child without a 'sign out' slip from the office.

ABSENCES:

Please notify the school of any absences by a

TIMETABLES/ASSEMBLY/SPECIALIST LESSONS:

Class/ Timetable	Recess	Lunch	Assembly	Specialist Lessons
5A - TTA Ms. Childs	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	PE, Drama, Robotics - Mon; LOTE - Tues; Art - Thurs
5B - TTA Mr Nicolaidis	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	Drama, Food - Mon; PE - Tues; LOTE - Thurs
5C - TTA Mrs Vandermeer	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	LOTE-Mon; Art, PE -Thurs; Drama- Fri
5D - TTB Mrs Francis	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	Robotics - Mon; Food-Tues; LOTE -Wed; PE, Art- Fri
5E - TTB Ms Kotevski	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	PE, Food-Wed; Robotics-Thurs; Art, LOTE - Friday
5F - TTB Mr Bates	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	Food-Tue; Art - Wed; Robotics - Thurs; PE, LOTE - Friday
5G - TTC Mr Romaniw	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00 pm	Art, LOTE - Tues; PE, Robotics - Wed; Music - Thurs
5H - TTC Ms Grenfell	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00 pm	Robotics - Mon; LOTE, PE - Tue; Art, Music - Wed
5I - TTB Ms Davis	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00 pm	Art, PE-Tue; LOTE, Music -Wed; Robotics-Thurs

note, phone call or email to the office. Please ensure that your child is only absent for an important reason. When students miss key concepts or assessment pieces, it can be extremely difficult and at times impossible to catch them up on what they have missed.

Homework:

Homework will be handed out fortnightly. Homework will be distributed out on a Monday and expected back the following Wednesday. Teachers will mark the students work between Wednesday and Sunday. We are working on a 9 day cycle.

Laptops and iPads

Laptops and iPads are an important resource within our classrooms and will continue to be used regularly to support the curriculum. They need to be brought to school **fully charged, every day** and will be the responsibility of the student. Students need to have their own Laptop or iPad.

We also request that you **purchase a set of headphones or earphones** for your child (they **do not** need to be expensive). During inquiry investigations, the students often need to view documentaries and news reports from sites such as 'Behind the News'. They also need to view tutorials or listen to texts when working on their personal learning goals or during Numeracy or Literacy rotations. Thank you!

The Laptops and iPads are used as a learning tool only. The only exception to this rule is if we have had ongoing wet weather where class teachers may allow the students to play school appropriate games.

School Supplies:

If you have not already done so, please send in **ALL items** on the Year 5 Stationery List immediately as we are already using these each day. Also, if your student does not yet have a **pencil case**, please send one in. We would also greatly appreciate it if you could donate a box of **tissues** that will be stored away until needed.

If you have any questions, queries or concerns, please do not hesitate to contact your child's classroom teacher.

Kind Regards,

The Year 5 Team

Michael Nicolaides, Deanna Kotevski, Sarah Grenfell, Ashlea Childs, Sam Bates, Sue Vandermeer, Kate Francis, Alex Romaniw and Kristin David.

ART

By the end of Level 5, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.

This term Year 5 students are inquiring into how "Our natural world inspires many artists to create Art in unique ways." Through developing their skills of art analysis, students will learn about Katsushika Hokusai, his 36 Views of Mount Fuji series, predominantly The Great Wave off Kanagawa (The Great Wave), 1830-34 as well as its influence on other artists across history.

Understanding how the natural world inspires artists such as Hokusai, and then furthermore how artists can be inspired by, pay homage and appropriate influential artists. To demonstrate their appreciation of Hokusai's work, students will create their own uniquely personal artwork inspired by the Great Wave of Kanagawa. Using acrylic paint to expand their skills of painted realism however they will be not simply copying but paying homage by designing their own appropriated and unique recreation.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Miss Cicivelli, Miss Davey and Ms Mitchell.

P.E.

The Levels 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. The content provides opportunities for students

to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing. Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations in a range of settings, including indoor, outdoor and aquatic. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Levels 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to communicate and problem-solve in teams or groups in movement settings.

This year Grade 5 students will participate in a Sport Education for Physical Education Program (SEPEP). This is a student run program overseen by the Physical Education teachers. SEPEP is an approach towards teaching physical education that aims to maximise involvement and deepen understanding of sports by giving students dedicated roles outside of just participation. It seeks to develop leadership and other interpersonal skills valuable to all aspects of life. Students in each class are at the forefront when deciding which sports they will focus on throughout the year. Whilst participating in this program students will focus on concepts such as defence and attack as well as working as a team to come up with strategies and game plays.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to wear their PE uniform and to bring a drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

LOTE

At Level Five, students will continue to obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences. They also develop their communicating skills through reflecting on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges.

Focusing on the transdisciplinary theme “Where We Are in Place and Time”, students will conduct an inquiry about a unit of famous people around the world. They will investigate in detail about four selected celebrities (Jack Ma, Mark Zuckerberg, Yuzuru Hanyu and Kimi Raikkonen), also will compare and contrast the similarities and differences between eastern and western online shopping website. Through watching the inspiring video clips, students will gain a solid understanding through the stories and artefacts of those celebrities. Then, they will display their critical and creative thinking through various thinking routines. Finally, students will reflect on how these celebrities influence on their personal life. For the summative assessment, they will create a detailed biography profile of their favourite famous people and present to the class. In addition, they will make an iMovie with a partner as well to showcase their understanding about how the celebrities impact on their life nowadays.

During Language sessions, students are provided with a variety of the tasks that will challenge them to develop and strengthen their confidence, and other positive attitudes of learning and the approaches to learning. The interactive learning activities encourage students to inquire, think critically, reflect, communicate, being open-minded and take risks. The PYP attitudes of appreciation, confidence, curiosity, commitment, cooperative, independence, enthusiasm, and creativity are embedded in teaching and learning.

DRAMA

In Year Five, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to

feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

During our first focus for the program, students will be exploring the elements of Pantomime. Students will be researching the history of Pantomime, and use the process of script writing, rehearsal and performing to produce a film on their iPads. To create the commercials students will work cooperatively and confidently to express ideas. Students will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being open-minded with their learning, approaching new ideas with enthusiasm and curiosity.

MUSIC

Students in Grades Five and Six will be using a range of instruments and electronically generated sounds to create effects. They will improve their technical skills through the chance to improvise, arrange and compose new material. They will increase their musicianship by performing new material and refine their approach through the exploration and analysis of various genres of music and how certain concepts and feelings have been communicated within this repertoire.

Our focus for the year will revolve around media and advertising and how music is used in the media. Students will compose a jingle advertising a certain product having considered certain requirements that would be given in a real-life scenario. They will compose lyrics that match their intention as well as harmony that helps support this. They will also update their repertoire by practising existing songs that have also been used in advertisements and analyse why they have been used and the effect they have had on the visual element in the ad.

We will be using the PYP Learner Profile to further our students’ skills as inquirers into material that fits our themes and become more reflective through the song writing process and accepting positive and constructive criticism to help produce a composition that the student is proud of.

FOOD

As outlined in the Australian curriculum – Design and Technologies, in year 5 students will have the opportunity to create designed solutions in Food Technology. Students will inquire into the use of technologies – such as; materials, systems, components, tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation, perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students will draw, model and explain design ideas.

Students will be engaged in creating foods and beverages from a variety of cultures as they explore their own identity and gain an appreciation for other cultural cuisines. They will inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

SCIENCE

The Grade 5 science curriculum will allow students to learn what energy is and where it comes from. List the many different forms of energy and explain the difference between stored energy and energy in action. Build and experiment with a toy that has stored potential energy changing into kinetic energy. From there students will see energy from a variety of sources can be used to generate electricity. Also, that electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy.

Students will recognise the need for a complete circuit to allow the flow of electricity and explore circuit features. That is, examine wires, switches and electrical devices, for example, light globes, LEDs and motors. Then using this knowledge, they will build their own simple circuit projects. Students will experiment with connecting batteries in series and parallel and observe its effect on the globes in the circuit. Students will also investigate different electrical conductors and insulators and show how moving air and water can turn turbines to generate electricity. Finally, students will investigate how solar panels can generate electricity.