

Alamanda College



Asst. Principal for Years 5 Carmen Sacco

Alamanda College Principal Lyn Jobson

YEAR 5 CURRICULUM OVERVIEW TERM 3 2018

Dear Parents/Caregivers,

The fifth Unit of Inquiry will be under the Transdisciplinary Theme 'How the World Works'. This unit will focus on the learning area of science whereby students will be immersed in various scientific experiments.

YEAR 5 TEAM:

5A : **Ashlea Childs**: cha@alamandacollege.vic.edu.au

5B **Michael Nicolaides**: nic@alamandacollege.vic.edu.au

5C **Sue Vandermeer**: vas@alamandacollege.vic.edu.au

5D **Kate Francis**: kaf@alamandacollege.vic.edu.au

5E: **Deanna Kotevski**: kod@alamandacollege.vic.edu.au

5F **Sam Bates**: bas@alamandacollege.vic.edu.au

5G **Alex Romaniw**: roa@alamandacollege.vic.edu.au

5H **Sarah Grenfell**: grs@alamandacollege.vic.edu.au

5I **Kristen David**: dak@alamandacollege.vic.edu.au

UNIT OF INQUIRY 5

Transdisciplinary Theme: How the world works

Central idea: Light and vision determines the way we see the world.

IMPORTANT DATES

First day of Term 4

Monday, 8th October 2018

Immigration Museum Excursion
19th September (5A, 5B, 5C, 5G)

21th September (5D, 5E, 5F, 5H, 5I)

Key Concept: Form, Perspective, Change

Lines of Inquiry:

- Line of inquiry into the properties of light.
- Line of inquiry into the perceptions of light
- Line of inquiry into how light changes

Teacher questions

- How can light be measured?
- How does light change the way we see things?
- Can light bend around corners?
- How do lenses in glasses work?
- How can light be changed?
- What is light?

Provocation

Students will conduct explorations through the use of scientific equipment. They'll investigate light travelling through different lenses, the use of mirrors and light patterns. Students will use the light box to conduct their explorations and document their observations and findings. From this, students will formulate their own questions and wonderings.

Summative Assessment

Students will demonstrate their understanding of the Central Idea 'Light and vision determines the way we see the world' by creating a scientific experiment. This will demonstrate their understanding of the Lines of Inquiry.

Part 1:

Students are to write a scientific lab report based on their chosen experiment, test their hypothesis and then report their findings.

Part 2:

Students test the hypothesis of another student's experiment and form their own findings. Was the hypothesis supported or rejected? And explain why...

INQUIRY INTO LANGUAGE (ENGLISH)

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.

Inquiry into Writing: Scientific Reports

During this Unit of Inquiry, the students will be conducting various experiments that explore light and vision. Students will be asked to test their hypothesis and record their observations and findings. They will use the scientific method to assist them in writing their report of the experiment. A scientific report is a document that describes the process, progress and results of scientific research. It can include recommendations and conclusions of the research. Students will be required to use correct technical vocabulary when writing their report and provide clear explanations for their method. They will use exemplars during reading sessions to unpack the key features and structure of the text.

Inquiry into Reading:

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 will 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

The Year Five students are undertaking a study on non-fiction texts. Every 1-2 weeks we will 'unpack' a different mentor text, 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.

Language Goals(English):

In Language, the classes will set whole group reading and writing goals based on the text type 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.

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.

INQUIRY INTO 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:

NUMBER AND ALGEBRA

- The accurate and rapid recall of addition, subtraction, multiplication and division number facts;
- Identify and describe factors and multiples of whole numbers and use them to solve problems;
- Identify and describe properties of prime, composite, square and triangular numbers;

MEASUREMENT AND GEOMETRY

Transformation:

- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries;
- Investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies;
- Introduce the Cartesian coordinate system using all four quadrants;

Geometric Reasoning:

- Estimate, measure and compare angles using degrees. Construct angles using a protractor
- Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles

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.

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.

HOMEWORK:

Homework will be handed out fortnightly. Homework will be distributed out on a Tuesday 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.

Kind Regards, The Year 5 Team

Michael Nicolaidis, Deanna Kotevski, Sarah Grenfell, Ashlea Childs, Sam Bates, Sue Vandermeer, Kate Francis, Alex Romaniw, Kristin David and Carmen Sacco (Assistant Principal).

Class/Timetable	Recess	Lunch	Assembly	Specialist Lessons	
5A - Timetable A Ms Childs	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	Art: LOTE P.E. MUSIC	Thursday Tuesday Monday Monday
5B - Timetable A Mr Nicolaides	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	MUSIC: Food PE: LOTE:	Monday Monday Tuesday Thursday
5C - Timetable A Mrs Vandermeer	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	PE: MUSIC: Art: LOTE	Thursday Friday Thursday Monday
5D - Timetable B Mrs Francis	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	Art: LOTE: PE: DRAMA	Friday Wednesday Friday Tuesday
5E - Timetable B Ms Kotevski	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	Art: LOTE: PE: DRAMA:	Friday Friday Wednesday Wednesday
5F - Timetable B Mr Bates	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	FOOD: PE: LOTE: Art:	Tuesday Friday Friday Wednesday
5G - Timetable C Mr Romaniv	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00am	Art: LOTE: PE: FOOD:	Tuesday Tuesday Wednesday Thursday
5H - Timetable C Ms Grenfell	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00am	Art: LOTE: PE: FOOD:	Wednesday Tuesday Tuesday Wednesday
5I - Timetable C Ms David	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00am	Art: LOTE: PE: FOOD:	Tuesday Wednesday Tuesday Wednesday

YEAR 5 SPECIALIST SUBJECTS

ART

At Level 5, students work independently and reflectively. They experiment with and apply a range of skills, techniques and processes using a variety of materials and equipment to create their artworks. In their artworks, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their art works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare art works.

To begin Term 3 in Art we will be analysing how story books use illustrations to communicate different perspectives. In particular, the Grade 5 students will be reading 'I'm Australian too', written by author Mem Fox and illustrated by Ronjy Ghosh. The book's message and

visual imagery will meaningfully encourage students to explore and celebrate the cultural diversity that is modern Australia.

This Term, Grade 5s will strengthen their understandings of a design process, through thoroughly researching and gradually creating visual imagery which reflects their story of belonging. Students will draw upon ideas of heritage, family, culture, time and place to construct an artist book that visually communicates their own narrative. Over a series of weeks, students will inquire into the different artistic techniques and materials, such as watercolour, print making, drawing, mixed media and collage to find their own personal style that best communicates their story. Their series of small artworks will be later compiled into an artist book handmade by each student.

The PYP Learner Profile will be used to guide the children 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.

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 Term students are continuing to participate in 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. Students will participate in a range of new sports this term that were chosen by

them, including Ultimate Frisbee and Soccer.

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.

LANGUAGE

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 China and travelling, as part of building their understanding about how different countries all have a culture that is rich with history, traditions, and attractions. They will be introduced to a range of tourist attractions and cities across China, including the Great Wall of China, the Forbidden City, the Terracotta Warriors, Hong Kong, and Harbin. Through videos, reading texts, images, and information slides, students will discover and appreciate the history and the beauty of these particular places.

As independent learners, students will have the opportunity to carry out a variety of research tasks about a country and city of their choice. They will be encouraged to remain both respectful and open-minded when discovering the unique attributes of that city. Students will learn important vocabulary words related to different aspects of travelling to another city, such as transportation, accommodation, food, and visiting different tourist destinations. Working collaboratively, students will brainstorm the different reasons and motivations that individuals may have for travelling, and explore what factors may contribute to or influence their decisions. As

thinkers, they will be able to identify some of the elements of why certain tourist locations are more attractive at distinct times of the year, and gain some understanding of the tourism industry. To demonstrate their new knowledge, students will create a travel brochure and travel checklist for their chosen city.

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 Years 5A, 5B and 5C, 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 Years 5G, 5H, 5I 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 our PYP Learner Profiles 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 TECHNOLOGY

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.