



## YEAR 5 CURRICULUM OVERVIEW TERM 1 2019

Dear Parents/Caregivers,

Welcome to Year Five!

The Year Five Team would like to extend a warm welcome to all of our parents, caregivers and students, old and new. All of the students have made an impressive start to the term, applying outstanding effort and enthusiasm!

### Introducing the Year 5 Team...

Carmen Sacco – Assistant Principal Years 5/6: sac@alamandacollege.vic.edu.au  
Keira Avsar (5A), Alex Romaniw (5B), Sue Vandermeer (5C), Kristen David (5D), Deanna Kotevski (5E), Ashlea Henderson (5F), Mel Manlaci (5G), Kate Franco (5H), Auburn Youla (5I), Kate Francis (5J).

### Curiosity!

Curiosity drives the motivation to inquire and learn. As an IB school, we recognise that student voice and agency can have a profound impact on their learning journey. To find out what this Year 5 cohort is curious about, we asked them to share their wonderings about themselves and their world, in relation to the 'Who We Are' IB Transdisciplinary Theme. Over the holidays, the Year 5 teachers compared and contrasted these wonderings and it became apparent that many students had questions relating to themselves as adults. What would they be when they are an adult? Would they be successful? Would they be good at what they do? What would their strengths be? Would they be remembered for making an impact on the world? They also had questions about various leaders around the world including how these people became leaders. The Year 5 teachers listened to the voice of the students and have begun a Unit of Inquiry on leadership. The following is a brief overview so far:

### UNIT OF INQUIRY

#### Transdisciplinary Theme: Who We Are

**An Inquiry Into:** The nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

#### Our Central Idea:

Values, beliefs and attitudes define leadership.

#### Key Concepts and Lines of Inquiry:

**Form/Function** – The different types of leadership

**Perspective** – The qualities of a various leaders

**Causation** – How values, beliefs, attitudes and experiences contribute to the development and effectiveness of a leader.

#### Responsibility – Responsible leadership

Within our unit, the students will analyse, compare and contrast the traits and contribution of various leaders. They will compose a persuasive text about the traits of leaders or the excellence of a particular leader.

#### Related Literacy Focus – Reading and Writing Persuasive Texts:

For our Unit of Inquiry, 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.

## Research Skills

The students will develop their research and note taking skills when reading and viewing a range of texts, such as news articles, websites and documentaries. We will use the Cornell Note Taking method and revise our knowledge of accurate referencing.

## OTHER CURRICULUM AREAS THAT MAY OR MAY NOT BE RELATED TO THE Unit of Inquiry

### INQUIRING INTO LANGUAGE

The Year Five students will participate in modelled, shared and guided reading sessions, focusing on crucial reading strategies such as: Activating Prior Knowledge, Predicting, Clarifying, Questioning, Making Connections, Inferring and Summarising. They will also learn how to select and achieve various reading goals from the W.A. First Steps Continuum. Class teachers will also use assessment data to run small focused workshops based on specific student needs.

For independent reading and reading groups such as Reciprocal Reading or Literature Circles, the students will be provided with chapter books, mentor texts, and access online libraries such as 'Epic'. They will also have access to year level libraries for their learning.

### Language Goals:

In Language (English), the classes will set whole group reading and writing goals based on the text type/s being studied, however, they will have additional personal goals of their own. They will also work on a range of whole class and personal spelling goals throughout the year. The 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. Teachers will conference with the students in order to help them to achieve their goals.

### INQUIRING INTO MATHEMATICS

### Mathematics Term One:

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. This term, the teachers will use their class assessment data to select and provide workshops from 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 regular practise);
- Strategies for solving worded number problems;
- Revision of addition, subtraction, multiplication and division operations;
- Representing and ordering numbers to the hundreds of thousands and beyond;
- Fractions and decimals;
- Number patterns;
- Money.

### Measurement and Geometry:

- Units of measurement;
- Time;
- 2D and 3D shapes;
- 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.

### 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.

### 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 lists and 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

This year we will continue to focus on the revision of correct letter formation, entries, exits and joins. Students will self-assess their own letter spacing and size, the spacing between words and slope. Both print and cursive instruction will be provided as needed.

### RECREATIONAL SPORT

#### Year Five Games/Sport:

Each Monday morning 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 students may wear their sport uniform on Mondays and must be wearing a hat in order to participate.

### Essential Agreements

In the first few weeks of each year, the students in each class collaboratively write an 'Essential Agreements' based around the PYP Learner profile Attributes and attitudes and Habits of Mind. The classroom agreements are crucial to creating a positive learning environment.

### Restorative Practices

Alamanda K-9 College is committed to the use of Restorative Practices, which assists teachers, students and parents with building, maintaining and restoring relationships. Restorative Practice helps students to self-regulate their behaviour, and contributes to the overall improvement of learning outcomes across the school.

Within the classroom, students are encouraged to maintain healthy relationships with each other and with their teachers through mutual understanding and respect. When conflict or issues arise, the students are encouraged to communicate and express their concerns, while reflecting on their actions and how they can improve the situation for themselves and others. These practices are reflected in our classroom Essential Agreements.

### Absences:

Please notify the school of any absences by a note, phone call or email to the office. Please

ensure that your child is only absent for an important reason. When students miss key learning concepts, it can be extremely difficult and at times impossible to catch them up on what they have missed.

### Homework:

Homework for all year levels will begin in Week 5 (week beginning 25th February). We are currently revising our homework policy to ensure that all homework given is meaningful and consistent within each year level and right across the school. More information will be sent home in the coming few days.

### 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.

If you have any questions, queries or concerns, please do not hesitate to contact your child's classroom teacher. With parental support and partnership, we look forward to a positive and productive year ahead!

Kind Regards,

The Year 5 Team

Carmen Sacco (Assistant Principal), Keira Avsar, Alex Romaniw, Sue Vandermeer, Kristen David, Deanna Kotevski, Ashlea Henderson, Mel Manlaci, Kate Franco, Auburn Youla, Kate Francis.

## PHYSICAL EDUCATION

Level 5 within the Victorian 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 Level 5 will also further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. 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.

In Term 1 of Physical Education, Grade 5 students will participate in a four-week Cricket Unit. They will aim to be thinkers by developing, practising and mastering the skills of batting, bowling, throwing and catching. Students will then move to a four-week block of Touch Rugby where they will be working towards developing their understanding of the rules of the

game, demonstrate different offensive and defensive strategies and evaluate the success of their communication skills through effective team work during match practice. All students are encouraged to be risk-takers as they develop each new skill and be knowledgeable when sharing their prior knowledge and skills with their peers.

Throughout every Physical Education lesson, students are expected 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 Physical Education.

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

## ART

During this year's first unit year 4 and 5 students will be inquiring into the surrealist art movement with the central idea, "Surrealism sought to liberate the subconscious and imagination to create art." Students will be finding out about the form surrealist art takes, who and when it was created and what these artists were trying to achieve.

Students will be exposed to a variety of 2D and 3D artworks and incorporating visible thinking strategies and discussions to unpack their ideas and develop their arts vocabulary. While responding to artworks students describe what they are viewing and then support their interpretation with evidence to justify their thinking. Students will be involved in a variety of lessons to expand their knowledge and develop their creativity as well as technical art skills and processes using, collage, ink and watercolour pencils.

PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning and be reflective of 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.



## LANGUAGE

At Level Five, students recognise and describe features of Chinese culture reflected in communication, practices and will apply this knowledge to their own interactions with Chinese people. They describe aspects of own identity and reflect on differences between Chinese and English culture, identifying how this knowledge can help their intercultural exchanges.

In Term One of Language, Grade Five students will inquire into a cultural inquiry about Chinese New Year Art and Decorations, incorporating the different forms of art, historical background of ancient Chinese art and craft, and also the common symbols (for example, Dragon-龙, Phoenix- 凤, Peony-牡丹, Lotus-荷花), as part of the transdisciplinary theme “How we express ourselves”. Students will explore to a wide range of resources including videos, images, authentic Chinese crafts and PowerPoint slides in order to achieve a breadth and depth understanding of how the cultural evolution impact on Chinese people’s thoughts and choices. To assessing the prior knowledge, they will participate in the ‘think-pair-share’ activity to exchange their original ideas. Throughout this unit of inquiry, students will be encouraged to use different thinking routines to develop their understanding of the meaning and importance of the different symbols in Chinese culture. To practise their critical and creative thinking skills, students will work independently to create a piece of art work to illustrate their knowledge and understanding of ancient Chinese symbols or scenes. To showcase their collaborative learning, they will contribute their thoughts and capabilities when working on the Chinese craft activities, such as the Chinese paper-cutting and Chinese couplets. Learners will reflect on their learning progress on a regular basis via the Seesaw App and share their highlights with the class.

During Languages sessions, students are provided with tasks that will challenge them to enhance their confidence and independence, including other positive attitudes of learning and the attributes in the Learner Profile. Activities will encourage students to inquire, think critically, reflect, communicate, take risks and cooperate. The PYP attitudes

of curiosity, appreciation, creativity, respect and tolerance, commitment, open-mindedness, and enthusiasm are embedded in teaching and learning.

## FOOD TECHNOLOGY

During Food Technology this term, students in Grade 4 will continue developing their understanding of safety in the kitchen. They will commence with knife skills, continuing to develop their understanding of the claw and bridge grips, and when to use which method. Students will constantly engage in the importance of being hygienic around food as they practice cleaning up their work stations and washing their hands. They will explore flavours from different parts of the world, as we explore ‘Street Food’ from different cultures. Students will also be celebrating the Chinese culture. In term 1, they will recreate food that is traditionally prepared during the Chinese New Year as they welcome in The Year of the Pig. As students explore different cuisines they will continue to develop skills like folding, cutting, mixing and many more. Additionally, students will learn and understand basic first aid, for example what to do if you burn yourself.

Students will inquire into environmental sustainability, by considering the effects or impact our food choices have on the environment. For instance, buying fresh local fruit and vegetables to reduce the environmental impact of transporting imported foods.

Throughout every Food Tech 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 maintaining the safe and orderly working environment. We encourage all students to be risk-takers and open-minded by trying new or unusual foods, inquirers and effective communicators by asking lots of questions, caring and reflective during Food Tech. However, students also learn about dietary requirements as they become more knowledgeable about food allergies and cultural or religious dietary needs.

Students will have an opportunity to design their own recipe after several weeks of exploring tastes from different cultures. In designing their recipe, students will consider the environmental

impact in their design. They will use their newly gained knowledge of the different flavor combinations and design a recipe. Additionally, students will have opportunities to explore different roles/ occupations as they work collaboratively, they will have opportunities to change their roles, as they develop their communication skills.

Throughout the many opportunities to work collaboratively, students will continue to apply their knowledge of how to use/stay safe around the different technologies in the kitchen such as knives, ovens, frying pans, stove tops, chopping boards, toasters, and other utensils as the term progresses. At this level, students can use the technologies with greater independence.

## IMPORTANT DATES

**Labour Day Public Holiday**  
Monday 11th March

**Alamanda College PYP Evening**  
Tuesday 2nd April

**Last day of Term 1**  
Friday 5th April

**First day of Term 2**  
Tuesday 23rd April

**NAPLAN Testing:  
Language Conventions  
and Writing**  
Tuesday 14th May

**Reading**  
Wednesday 15th May

**Numeracy**  
Thursday 16th May