Level 5

Curriculum Overview

Term 4, 2015
INQUIRY

INQUIRY UNIT:
The title of our Inquiry unit this term is ‘Where we are in place and time.’ The central idea is how has the events of the past shaped and developed our democracy and citizenship of today. Students will investigate the key events and figures of Australia’s colonial period. The learning during this unit will culminate in the students sharing their research in the form of a speech for their peers.

Real World Problem – You are travelling backwards through Australia’s history. You are planning for Australia’s future in the 22nd Century. You must identify the key events and people from Australia’s past and how these have shaped Australia as a nation. How have we learnt from successes and failures of our past? What will you keep and what will you change for the society of the future?

LINE OF INQUIRY:

Central Idea – Australia’s democracy and citizenship today was shaped by events of the past.

Line of Inquiry
- Who were the people that came to Australia, where did they come from and what impacts did they make both socially and environmentally?

Students will develop the following skills:
- Research
- Oral presentation
- Constructing timelines
- Referencing skills

ENGLISH:

READING:

This term in reading students will investigate a range of authors during in-depth author studies. Through exploring a variety of authors, students will be able to identify the unique styles, languages and structures that various authors use. They will be able to recognise how time and place influence an author’s work. At the culmination of this unit students will be able to identify their own personal reading preferences. They will independently select personal texts based upon their preferred author style and genres.

Students will continue to articulate their thinking during one-to-one conferencing, small focus groups and whole class instruction. Students will build upon the work they did during Term 3 and apply a range of reading strategies to understand and analyse a variety of texts. Book clubs will continue to provide a forum where students can
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<table>
<thead>
<tr>
<th>Collaborate with peers to analyse and discuss a range of texts.</th>
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<td>Students will continue to broaden their knowledge of vocabulary by intentionally noticing and recording new and unfamiliar words and how they are used within different contexts. Students will be encouraged to use their new vocabulary in their own writing and speaking.</td>
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<td>Students fluency and accuracy will be monitored during teacher conferences.</td>
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**WRITING:**

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<tr>
<th>In Term 3, students will be focusing on writing information texts to support their investigations about Australia’s history. They will learn about the various language features and techniques that characterise informational texts and produce pieces about key dates and figures in colonial history.</th>
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<tr>
<td>Students will learn how to write effective and engaging personal accounts. They will experiment with presenting recounts in different formats, enriching their pieces with personal voice and using varied points of view and tenses. Their learning will culminate in a published piece about their time spent at Coonawarra Camp.</td>
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<td>Students will be given regular opportunities to make a variety of entries into their writer’s notebook. They will use these entries to inspire their own writing and will continue to work through a writers’ process to produce self-selected pieces of writing based upon their interests. Students will continue to explore the traits of quality writing with a particular focus on voice. Students will be required to complete at least one piece from a given prompt which will be moderated and marked accordingly across both Grade 5 classes.</td>
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<td>Regular teacher conferences will continue to provide the forum to discuss writing goals and allow students to receive feedback based upon their writing pieces.</td>
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**WORD STUDY:**

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<th>Students will continue to develop the key understandings about the ways in which word work. This will incorporate whole class investigations and small focus groups based upon individual needs.</th>
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<td>Sessions will be integrated into the reading and writing workshops where students will build upon their understanding of letter patterns, blends and sounds. These will be identified through ongoing assessment of student writing.</td>
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<td>Words identified within Word Study, their own writing and Oxford Word lists will form the basis of their spelling homework.</td>
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**MATHEMATICS:**
During Term 4, students will focus on developing key understandings and concepts in Number with a particular focus on Money and Finance. Students will be able to;
- Construct simple budgets for a range of purposes
- Identify the GST component of invoices and receipts.

Students will also complete a unit of work on Patterns and Algebra, where they will;
- Investigate patterns with fractions, decimals and whole numbers
- Use number lines and diagrams to represent these patterns
- Use relevant problems to develop number sentences with unknown quantities using multiplication and division skills.

The final unit to be covered during this term will be transformation where students will be able to;
- Identify and describe the line and rotational symmetry of a range of 2 dimensional shapes using a range of concrete and digital resources.
- Identify the effects of transformations including flipping, turning and sliding 2 dimensional shapes.
- Enlarge shapes using digital technologies and grid systems.

Throughout these units students will continue to develop their fluency and understanding of the four operations.

Students will take part in differentiated weekly Workshop Sessions focusing on various areas of multiplicative thinking and problem solving.

**VISUAL ARTS:**
In Term Four, the focus of Visual Arts in Year Five is to develop knowledge and understanding of photographic techniques and use this to create a digital portfolio of photographs with specific themes. Students will study different Australian photographers and artists and draw inspiration for their photographs from these.
Students will continue to develop their understanding of the art elements and principles and will be asked to annotate their photography using appropriate art language.
Students will evaluate the effectiveness of their art work through personal reflection and through thoughtful group discussion and critique. They will document their thinking for the duration of the unit and record any experimentation and/or changes made from learning new techniques and testing. Students will learn how to critique their own work in regards to theme, technical processes and expressive qualities of their art work.
PERFORMING ARTS:
In Term 4, the Performing Arts program will provide a means for self-expression, a mode of communication and develops both individual and group skills, physically and creatively. It aims to integrate the art forms of music, drama and dance so that all students are encouraged to participate and extend their learning in the Arts through achieving enjoyment and success. This will see the program culminate in the school’s Christmas Concert in the final week of term to celebrate the students achievements throughout the term and the year.”

PHYSICAL EDUCATION:
During term 4 students will continue to develop complex skills in specific sports. Different roles involved in competitive sports will be analysed.

Students will participate in Striking/Fielding games, including cricket and rounders. Decision making and strategic thinking will be an integral part of game play.

In cricket students will:
- Learn how to bowl using a straight arm
- Learn the correct batting stance and technique
- Develop strategies in game play
- Assume different positions and roles in game implementation

In rounders students will:
- Learn how to field ground balls and fly balls
- Learn the correct batting stance and technique
- Learn basic rounders rules and fielding positions
- Develop strategies in game play, including base running

Some students will participate in the District Summer Round Robin day 2 on October 16th.

Year 5 students will participate in an intensive swimming program at Paul Sadler Swimland from October 19th to October 30th.
Year 5 students will be given the opportunity to participate in a swim fun session during the last week of term 4 and in district swim trials at this time.

Year 5 students will also be given the opportunity to participate in the Rowville Primary School Beyond Boundaries Adventure Program at Coonawarra Farm Resort from November 9th to November 13th.
ITALIAN (LOTE):

In Term 4 the students in Year 6 will continue with the online program, Language Perfect. They will continue to set goals and work towards achieving them and will be encouraged to explore new lists and the new module, Languages in Action which uses the list words they have learnt in other forms such as writing and reading comprehension and requires them to use sentences and phrases.

STUDENT REFLECTIONS/LEARNING GOALS:

Student Reflections:
As part of ongoing learning, students will have the opportunity to reflect upon their learning across all areas of the curriculum. This will include;
- Establishing learning goals
- Demonstrating the success of learning goals
- Time allocated at the end of each lesson to share and reflect upon learning
- Weekly student reflections will be completed by students to discuss their learning from the week.

Learning Goals:
Students will provide evidence of progress made towards their personalised learning goals. This will be evidenced through journal entries, conferencing, teacher observations, participation in classroom discussion and the content of completed learning tasks.

INTERVENTION:
Students will be targeted at their point of need. Those who require extra support to achieve their learning goals will work 1:1 with their teacher, or within small focused learning groups.

EXTENSION/ENRICHMENT:
Students will be challenged and extended through the classroom program via targeted instructions and individualised learning tasks that provoke higher order thinking.
### IMPORTANT DATES:

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<th>Term 4</th>
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<tr>
<td>FORPS Disco</td>
<td>Friday, October 23rd</td>
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<td>Level 5 Swimming</td>
<td>Monday, October 19th – Friday, October 30th</td>
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<td>Melbourne Cup Holiday</td>
<td>Tuesday, November 3rd</td>
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<td>Grade Swap Day</td>
<td>Tuesday, December 8th</td>
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<td>Christmas Concert</td>
<td>Monday, December 14th</td>
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<td>Level 2-5 Fun Swim Sessions</td>
<td>Monday, December 14th – Wednesday, December 16th</td>
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<td>Graduation</td>
<td>Wednesday, December 16th</td>
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<td>Last day of term 4 – 2:30 finish</td>
<td>Friday, December 18th</td>
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### Beyond Boundaries

#### Junior School
- Foundation: Myuna Farm: Wednesday, November 11th
- Level 1: Werribee Open Range Zoo: Thursday, November 12th
- Level 2: Enchanted Adventure Garden: Thursday, November 12th

#### Middle School
- Level 3: Camp Rumbug: Wednesday, November 11th – Friday, November 13th
- Level 4: Camp Rumbug: Monday, November 9th – Wednesday, November 11th

#### Senior School

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<tr>
<th>Level 5: Coonawarra Farm Resort</th>
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<tr>
<td>Level 6: Camp Wilkin</td>
<td>Monday, November 9th – Friday, November 13th</td>
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