

St Joseph's School Stanthorpe

2014

Year 5

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	Silos:	Inform / Instruct	Describe/Reflect	Entertain/Critique	Analyse / Persuade
	Title:	The Way It Is	The Way It Was	The World of Narnia	Make me an Offer I can't Refuse
	Course Overview:	This term, we will learn how to find, use and present information, and examine how the message is shaped by the author's purpose and likely audience. We'll compare information from various nonfiction sources, including digital and online texts. We will look at the structures used to organise content, such as chapters, headings and subheadings, home pages and sub pages and supporting features such as graphics. In addition to dealing with technical vocabulary, we'll start to use main and subordinate clauses and conjunctions.	This term, we'll listen to, read, view, interpret and evaluate contemporary spoken, written and multimodal films, digital texts, junior and early adolescent novels, dramatic performances and poetry, and compare them with texts from earlier times.	This term, we'll be visualizing characters, settings and events in narratives. We'll explore characterization, character motivation and plot complications. We'll start to recognize complex sequences, and text structures including flashbacks and shifts in time. In addition to exploring themes of interpersonal relationships and ethical dilemmas, we'll investigate and discuss different perspectives. We'll make inferences and synthesise ideas and viewpoints to draw reasoned conclusions. Preparation for and participation in Eistedfodd will highlight features of poetry.	This term, we'll analyse the strategies authors use to influence readers, and we'll create persuasive texts. We'll judge the strength of an argument, weighing up the value of what we're being told or shown, and discriminate between fact and opinion. In addition to considering the point of view, purpose and audience, we'll look at how evaluative language can express shades of meaning, feeling and opinion.
	Text types:	"INFORMATIVE texts, e.g. * predominantly nonfiction texts, especially those that link in with other subject areas * various media texts, e.g. print and broadcast news, film and documentaries * digital texts (such as audio books) and online sources"	"REFLECTIVE / DESCRIPTIVE / AESTHETIC texts, e.g. * dramatic performances and poetry, songs, anthems and odes * poetry, songs and multimodal texts representing historical, cultural and social perspectives over time (including texts that address the cross-curriculum priorities) * feature articles and extracts from memoirs, autobiographies and biographies"	IMAGINATIVE texts, e.g. * narratives (junior and early adolescent novels) and film The Lion, The Witch and the Wardrobe" by CS Lewis - Novel Study Selected poetry pieces for presentation. NAPLAN text type for 2012	"PERSUASIVE / PROVOCATIVE texts, e.g. * print and online multimodal texts (containing news and opinion, e.g. blogs, feature articles, forums) * literary texts or extracts, including film, digital texts, protest poetry and drama * speeches / debates"
	Assessment:	Create an online multimodal text (eg webpage, online poster with hyperlinks, blog) to present information on a topic of interest including instructions (eg dining etiquette + directions for setting a table)	"ANTHOLOGY Create an anthology /ebook of a variety of poetry styles and forms. REFLECTIVE JOURNAL Reflect/ describe reading and viewing experiences through journal writing. Speech - reflective	LITERARY ANALYSIS / PRESENTATION Participate in novel discussions and deliver a presentation to record changes (e.g. a plot profile/chart rating the excitement level of different plot developments or a description of how a character changes) in narratives Assessment items based on Novel study	Exposition - Students will plan and write persuasive text related to a topic yet to be chosen.
	Scaffolding:	Active English Unit 4, Unit 5 and Unit 9 provide examples and activities to scaffold learning. Modelled examples of text types. Text deconstruction (whole class initially, moving to small group then individual activities) involves learning around grammar, vocab and language elements specific to the text type. Writing tasks move from familiar to unfamiliar scenarios. A variety of approaches supports individual needs. Draft - proof read - publish in hard copy or digitally with support as required at every stage. Teacher aide involvement with small group for extra support. Extension work is provided for those who are ready for it.	Active English Units 7, 10 and 11 provide examples and activities to scaffold learning. Modelled examples of text types. Text deconstruction (whole class initially, moving to small group then individual activities) involves learning around grammar, vocab and language elements specific to the text type. Writing tasks move from familiar to unfamiliar scenarios. A variety of approaches supports individual needs. Draft - proof read - publish in hard copy or digitally with support as required at every stage. Teacher aide involvement with small group for extra support. Extension work is provided for those who are ready for it.	Active English Unit 2 provides examples and activities to scaffold learning. Modelled examples of text types. Text deconstruction (whole class initially, moving to small group then individual activities) involves learning around grammar, vocab and language elements specific to the text type. Writing tasks move from familiar to unfamiliar scenarios. A variety of approaches supports individual needs. Draft - proof read - publish in hard copy or digitally with support as required at every stage. Teacher aide involvement with small group for extra support. Extension work is provided for those who are ready for it. Novel Study - The Lion the Witch and the Wardrobe will provide further opportunities for text deconstruction and investigation of features of the narrative.	Active English Unit 1 provides examples and activities to scaffold learning. Modelled examples of text types. Text deconstruction (whole class initially, moving to small group then individual activities) involves learning around grammar, vocab and language elements specific to the text type. Writing tasks move from familiar to unfamiliar scenarios. A variety of approaches supports individual needs. Draft - proof read - publish in hard copy or digitally with support as required at every stage. Teacher aide involvement with small group for extra support will be provided. Extension work is provided for those who are ready for it.
Mathematics AC	Title:	Maths Term 1	Maths Term 2	Maths Term 3	Maths Term 4
	Course Overview:	This term we identify and describe factors and multiples, check the reasonableness of answers using estimation and rounding and solve simple problems involving the four operations using a range of strategies. We'll order unit fractions and locate them on number lines, add and subtract fractions with the same denominator and order decimals and locate them on number lines.	This term we use appropriate units of measurement for length, area, volume, capacity and mass, calculate perimeter and area of rectangles and convert between 12 and 24 hour time. We'll connect three-dimensional objects with their two-dimensional representations and describe transformations of two-dimensional shapes and identify line and rotational symmetry.	This term we explain plans for simple budgets, continue patterns by adding and subtracting fractions and decimals and find unknown quantities in number sentences. We'll use a grid reference system to locate landmarks and measure and construct different angles.	This term we list outcomes of chance experiments with equally likely outcomes as probabilities between 0 and 1, pose questions to gather data, and construct data displays appropriate for the data and compare and interpret different data sets.
Geography AC	Title:	Factors that shape the Human and Environmental Characteristics of Places.	Life in a Floating Village	Planning Your Local Place	

Course Overview:	Students will explore the major countries of Europe and North America using interactive maps, atlases and Google Earth. They will also examine the environmental characteristics of major countries and the influence of people on these characteristics.	<p>What are the environmental characteristics of Tonle Sap Lake in Cambodia? What are the factors that shape the human and environmental characteristics of Tonle Sap Lake in Cambodia? How are the people of this region and their natural environment interconnected? How significant are human actions, decision and management to this region? In short, what is life like for the people of Tonle Sap Lake?</p> <p>Designed to help students appreciate the challenges presented when lifestyle is totally dependent upon the natural environment, students will investigate life in a Cambodian farming and fishing village.</p> <p>They will engage with general information about Cambodia and more specifically, Tonle Sap Lake, and pose questions related to how the physical environment would impact on lifestyle. Then, through guided inquiry and teacher intervention to support their learning, students will gain a solid knowledge base about the lives of people who live in harmony with the floods and floodplains of Tonle Sap Lake in Cambodia. This inquiry will involve collecting information from a variety of sources, including video, websites, maps and images. They will use their knowledge base to develop deeper geographical questions from which they investigate and plan a diary entry of a typical day-to-day experience of a young villager in the area. They will reflect on their learning, and propose future options that will benefit the people of Tonle Sap and ultimately Cambodia itself.</p>	Students will participate in a field trip around the local area noting local issues and concerns based on their observations. They are then asked to put their views into action by developing a plan for a design which overcomes some of the problems they have noted in their fieldwork observations.
Key Sources of Geographical Data:	<p>Jacaranda Atlas, Google Maps, Google Earth, Large inflatable Globe Word doc with climograph examples http://www.siem-reap.climatemps.com/ http://www.cotf.edu/ete/modules/mse/earthsysflr/climograph.html http://www.bbc.co.uk/schools/gcsebitesize/geography/weather/climateexamples.htm www.geoguessr.com http://education.nationalgeographic.com/education/mapping/kd/?ar_a=5 http://serbal.pntic.mec.es/ealg0027/flashmaps.htm</p> <p>www.cia.com RIC Australia and Ocenia; RIC Europe; RIC North America http://kids.nationalgeographic.com.au/kids/places/find/ http://www.factmonster.com/countries.html www.dfat.gov.au/geo/</p>	<p>Jacaranda Atlas, Google Maps, Google Earth, www.tourismcambodia.org Map fact jig-saw - everyone contributes - facts about Cambodia Word doc with climograph examples http://www.siem-reap.climatemps.com/ http://www.cotf.edu/ete/modules/mse/earthsysflr/climograph.html http://www.bbc.co.uk/schools/gcsebitesize/geography/weather/climateexamples.htm www.geoguessr.com http://education.nationalgeographic.com/education/mapping/kd/?ar_a=5 http://serbal.pntic.mec.es/ealg0027/flashmaps.htm http://www.asiaeducation.edu.au/default.asp</p> <p>www.cia.com</p>	Photos from the early 1900's Local paper (Border Post) Map of local area
Thinking Tools and Graphical Organisers:	<p>Journaling/Diary Entries - Blog and diary entry 'I Wonder' Wall - a wall of words and phrases of wonderings - weather and climate SWOT Analysis - Strengths, Weaknesses, Opportunities, Threats - Challenges, Action</p>	<p>Journaling/Diary Entries - Blog and diary entry 'I Wonder' Wall - a wall of words and phrases of wonderings - weather and climate Pros and Cons/Advantages and Disadvantages columns - Life at Tonle Sap Concept Mapping/ Concept Web - Blog Y Chart - Looks like, Feels like, Sounds like - Life at Tonle Sap Plan Do Reflect - Blog SWOT Analysis - Strengths, Weaknesses, Opportunities, Threats - Challenges, Action</p>	<p>Journaling/Diary Entries - Blog and diary entry Graphic organiser - fishbone, Venn diagram</p>
Assessment Ideas:	As a class students develop key geographical questions to develop an inquiry into one country from North America and one from Europe to explore and investigate. In pairs students are to gather data and information from several sources, including primary and secondary. Students to present info in a format that allows comparison between countries.	Students demonstrate the knowledge and skills they have acquired to present the characteristics and challenges found when people and the environment are interdependent and interconnected. In this activity, you will take the role of a tourist who is very interested in people and environments. You will write and publish a blog entry based on your experiences and research of the Tonle Sap district in Kompong Khleang. Key focus question: What would it be like to live in an area where every year it goes from dry to flooding? What are the challenges of living in an area where every year it goes from dry to flooding?	To identify and understand the influence of the environment on human characteristics and how people influence the characteristics of places and how they are managed. From fieldwork, identify an issue which they have observed and present this issue, together with suggestions, improvements, concerns, recommendations etc to local councillors. Use photos, interviews/comments, data etc. and create a multimodal presentation to councillors.

	Fieldwork and Local Resources:				
History AC	Title:	Prisoners, Poms and Pioneers	Gold, Guts and Glory		
	Course Overview:	In this unit Year 5 will undertake an historical inquiry into the economic, political and social reasons for establishing British colonies in Australia after 1800. They will pose questions and use a variety of sources to explore the nature of the Colonial presence, aspects of daily life, patterns of development and environmental changes. They will also explore other significant events in the colony which had a more indirect impact on this area. Students will synthesise the information to explore how things have changed or stayed the same. They will communicate their findings using digital technologies.	In this unit Year Five students will undertake an historical inquiry by posing questions about life in the early colony with particular reference to the impact of Australia's Gold Rush and the Eureka Stockade on the colony. They will gather and develop reasons for people migrating to Australia from Europe and Asia, and the experiences and contributions of the Chinese within the colony. They will uncover the role that individuals and groups played to shape the colony. They will synthesise the information gathered to develop an understanding and appreciation of life at those times. They will communicate their understanding of the early Australian colony through an historical narrative.		
	Primary Source Document Focus:	Oral histories, letters; journal entries; diaries; paintings and artwork of the period; artifacts; government documents, official records and registers; original maps. Source Qld Museum. See Scootle.	Oral histories, letters; journal entries; diaries; paintings and artwork of the period; artifacts; government documents, official records and registers; original maps		
	Thinking Tools and Graphic Organisers:	Pose a Question - generate questions for inquiries through question web and 5 Ws and a H, Timelines and mapping, retrieval chart, cause and effect chart.	Think Puzzle Explore Pose a Question - generate questions for inquiries through question web and 5 Ws and a H, Timelines and mapping, retrieval chart, cause and effect chart.		
	Assessment Ideas:	Task Overview: Students will devise a question related to the unit that they would like to research. Possible questions: How did settlement change the Landscape (in a particular place). What was daily life like for a convict/free settler/soldier/family (in a particular settlement). Conditions of the Task: Students will be encouraged to use primary sources to inform their answer. Answers will be presented as a written, descriptive narrative. Students will share their findings through class presentation.	"Heroes from History" Students will choose an individual or group from this time period to research. They will devise questions to inform their research. Informations gathered will be biographical and will also explain the significance of the subject in shaping the colony.		
	Local Resources:				
Science AC	Title:	Earth's place in space	Light fantastic	Adapt and Survive - Yr 5 Biological Sciences	Solid, Liquids and Gas Matter (SLG Matter) - Year 5 Chemical Sciences
	Course Overview:	The 'Earth's place in space' unit is an ideal way to link science with literacy in the classroom. Students explore how the earth is part of a system of planets orbiting around a star (the Sun). They investigate how this movement brings change to the Earth. Students role-play the movements of the Earth in relation to the Sun and Moon.	What would our lives be without light? We need it to see for everything we do in every moment of the day. We rely on light to read a book, cross the street, admire artwork, watch the sunset, and look into faces. Light plays a role in some of our most sophisticated technology. It enables our CD's to play music or record movies. High speed optical cable is used in our communications. Lasers are employed in cutting edge surgery and defence. The 'Light fantastic' unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore where light comes from, how it is used, how light travels and how it helps us to see. Students' thinking about light and its role in our lives and our community will be developed using hands-on activities. Through investigations students explain how light helps us to see and how we can use light to meet our needs. Note that this unit requires some modification to include 'refraction' to align to the Year 5 Physical Sciences content description. Follow the suggestions that are included in the lesson sequences, in blue and italics, text to cover this new content. A link to supporting refraction resources appears in the resource section for that lesson.	The 'Adapt & Survive' unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore animal and plant adaptations. Students' thinking about why certain animals and plants look and behave the way they do will be developed using hands-on activities. Through group activities/investigations students explain the adaptations some plants and animals have and reasons why these have come about. NOTE: Each lesson in the learning sequence has expanded lesson notes that can be located in the resource section. The Unit explores learning using the 5Es – Engage, Explore, Explain, Elaborate & Evaluate.	Matter exists, in its various forms, all around us! Matter takes three basic forms called states of matter: solids, liquids, and gases plus plasma. By adding or taking heat from matter, eg water, change to the state of matter can be brought about. This scientific knowledge is applied and used in many situations in industry as well as the home environment. We are exposed to interact with and use the various states of matter each day! The 'SLG Matter!' unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore the 3 main states of physical matter. Students' thinking about the states of matter and how matter can change state will be developed using hands-on activities. Through group activities/investigations students explain what the physical states of matter are, by adding or taking heat to or from matter it can be changed from 1 state to another - solid to liquid. (eg ice to water to steam and back to ice). NOTE: Each lesson in the learning sequence has expanded lesson notes (Teacher's Guide) that can be located in the resource section for this unit on the intranet. The Unit explores learning using the 5Es – Engage, Explore, Explain, Elaborate & Evaluate. The 'Solids, liquids and gases' unit is an ideal way to link science with literacy in the classroom.