Curriculum Overview
Seabrook Primary School
Term 1 2016

Dear Parents and Guardians,

Welcome to term 1, 2016! We welcome a number of new students and teachers to Grade 5 and are very pleased with how well they have settled in at Seabrook Primary School. We would like to welcome Miss Lad (5SL), Mrs. Lima (5LL), Mrs. Altun (5MA), Mrs. Moore (5MA) and Mr. Brown (5JJ) to the Grade 5 Learning Community of 2016, and to welcome back Mr. Basa (5JB) and Miss Payne (5KP). We started our term with a fantastic camp at Sovereign Hill, which has deep connections with our first few inquiries, as well as serving as a chance to get to know our new grades.

ENGLISH
Our English program this term will focus on an autobiography, narrative and persuasive writing, comprehension strategies and language conventions in preparation for the National Assessment Program Literacy and Numeracy (NAPLAN) tests in May.

In reading, the whole class focus will be on developing a love of reading for pleasure, learning and necessity through the ongoing establishment of reading skills such as comprehension, fluency, vocabulary, and text selection to ensure effective reading progress. Students will be reading about and investigating areas related to our inquiry, as well as reading a broad range of genres.

In writing, the whole class focus will be on developing skills in persuasive and narrative writing techniques, such as text structure, using emotive language, presenting an argument, developing a topic with supporting evidence, characterisation, plot and story resolution.

In spelling, students will be increasing their bank of known words and their knowledge and understanding of a variety of spelling strategies. For example; sounding out, phonemic patterns, mnemonics, etc. Students will be using these strategies to practice their spelling words at school and at home on a regular basis.

In oral language, students will be supported to extend their ability to communicate and interact with others, including peers and staff, through artefact contributions and whole class and small group discussions.

Literacy skills will be developed through a variety of learning experiences such as:
- Explicit skills teaching via mini-lessons
- Targeted Literacy Groups
- Daily individual reading, writing, spelling, speaking & listening
- Goal setting and reflection
- Sustained independent reading both at school and at home
- ReadingEggs
MATHEMATICS
Our Mathematics program will cover concepts from the areas of Number, Measurement, Space, Chance and Data and Probability. The focus initially will be on preparing for NAPLAN. It is very important that our children have a deep and thorough knowledge of the basic number facts using the four operations (addition, subtraction, multiplication and division) up to at least 1000, including the multiplication (times) tables. Knowing how to tell the time using both analogue and digital clock faces, understanding calendars and 24-hour time, decimals, fractions and percentages and 2D and 3D shapes are also mathematical understandings that we will be exploring in the coming weeks. We also encourage our children to use concrete materials like counters, MAB and unifix cubes, clocks and actual shapes to assist them in developing a solid understanding of mathematical concepts.
These skills will be developed through a variety of learning experiences such as:
- Explicit modeling
- Hands-on activities
- Automatic response tasks, aimed at improving fluency
- Open-ended problem solving activities
- Mathletics/Khan Academy

UNIT OF INQUIRY
#1
Our first Unit of Inquiry will be investigated through the key concept of perspective and connection, exploring the central idea; “Decision-making Is Influenced By Our Social Interactions.” This Unit is based on the transdisciplinary theme of, “How We Organise Ourselves”, incorporating the PYP domain of Social Studies. It will also integrate the ausVELS of Thinking, Civics and Citizenship and Interpersonal Development. The students will explore ways in which decisions can have an impact on themselves as well as the society or community that they live in. Throughout this Unit of Inquiry, the following lines of inquiry will be investigated:

- The process of decision making within our community
- The impact that society has on decision making (social media, cultural influence, values, emotions, religion, physically, past experiences, laws and rules)

The students will endeavor to take action and make decisions based on their learning experiences. For example; demonstrating thinking abilities and taking part in the decision of what secondary school they may attend in the near future. Students are encouraged to take action by bringing artefacts from home related to each inquiry which can include items such as; newspaper articles, posters, books, pamphlets, photographs or equipment that are related to our inquiry. In order to make this Unit of Inquiry as engaging as possible, we ask our parents and school community to discuss their personal knowledge and experiences relating to this inquiry at home. Discussing this inquiry at home promotes a stronger link with your child and their learning, this means interacting or communicating with people from the community, on both a local and global scale who are willing to share and talk about their experiences and knowledge. If you have a story to tell, please contact one of the grade 5 teachers, as your experiences are a valuable resource in our students’ learning. As always, our English and Mathematics programs will be integrated into our Unit of Inquiry where possible. This assists students to delve deeply into their learning in meaningful ways.
Underpinning all the work we do is the constant conversation and implementation of the PYP learner profile and attitudes together with the development and practice of the PYP transdisciplinary skills. It is these attitudes, values and skills that we believe contribute to a greater depth of learning.

The delivery of curriculum areas will vary from whole class to small group and individual targeted lessons, with student goal setting and reflection still being an emphasis for focusing future learning and development. Mrs. Cook will continue be taking small groups for three days each week. The focus this term will be on building mathematic and spelling strategies.

UNIT OF INQUIRY

#2

We will begin our second unit of inquiry towards the last 2 weeks of the term, and will continue it through to term 2. We will explore the central idea; “People Move To And Stay In Areas For A Variety Of Reasons.” It is an inquiry into the orientation of place and time, personal histories, homes and journeys, discoveries, explorations and migrations of human kind. Students will explore the PYP strand of social studies through the transdisciplinary theme of “Where we are in Place and Time. The key concept that drives the inquiry is ‘connection and the students will build knowledge and understanding through the following lines of inquiry:

- The factors that cause population growth
- Why people settle where they do
- The reasons people move

Students will be attending an excursion to the Immigration Museum and experience what it is like for those in the past and the present to immigrate to Australia. Our camp to Sovereign Hill towards the beginning of term 1 also served as a fantastic source of information about immigration. Students are encouraged to take action by bringing artefacts from home related to each inquiry which can include items like newspaper articles, posters, books, pamphlets, photographs or equipment. Any families, who have an immigration story and would like to share it with the class or the year group, please get in touch and we will organise a guest speaker slot for you. The summative assessment will focus on your family’s immigration journey or if you have deep roots within Australia, why your family decides to stay within the sunburnt country.

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Jay Basa, Kristen Payne, Shruti Lad, Jonathon Brown, Lina Lima, Adaleta Altun, Rebecca Moore, and Nicole Lockwood
ITALIAN – Ros Savoia

This term in Italian, the children will learn to use the Italian vocabulary associated with the PYP attitudes and related language learning situations. The main focus, however, will be their language learning on “Italian Immigrants in Australia”. The students will be involved in reading and research tasks that include aspects of Australian and Italian history. They will be creating mock scenarios from their passport interviews and presenting work on powerpoint. The Italian classroom will be displayed with related vocabulary, phrases and picture examples to encourage children to practise using and communicating in the language relating to themselves and their world.

HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term one, the grade five children will be introduced to a variety of Fundamental Motor Skill activities. The focus will be on running, throwing, catching, bouncing and two-handed striking. These skills will be practiced using various games and sports including Cricket, Tee Ball and basketball. Through modified major games (for example, games with modified rules, equipment, playing field, length of game or numbers on a team such as modified basketball), students will begin to apply their skills in sport-specific settings. They will explore game tactics such as: introducing the concepts of attack and defence and describing the roles of various positions. Children will participate individually and in partner and group based activities. A major focus will be on integrating a fitness component into all sessions.

Children will have the opportunity to participate in school swimming trials and a district swimming carnival. As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.
PERFORMING ARTS – Adam Smith

This year the Grade Five students will be undertaking six months of performing arts. Three of the Grade Four classes have already started with the other three starting their six months in June. Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun learning environment. All students are required to participate with the focus being on risk-taking by having a go, testing limits and discovering new abilities or interests. The Grade Five students will undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of ‘Form, Function and Perspective’ to explore the central idea that “Performance can provoke a different point of view from our own.” Students will deepen their knowledge through the lines of inquiry, Performance genres, the way performance styles are used to convey intentions, and the idea that viewing issues from other points of view challenges our own thinking.

When possible students will be making links with their classroom inquiries to strengthen understandings and explore their ideas through the performing arts. Some links are:
- Making decisions in performance such as accepting an offer and blocking another actor through the use of improvisation.
- Portraying characters thoughts and actions that are identifiable to an audience.
- Naturalism and non-naturalism, exploring the use of symbolism through performance.

Undertaking these inquiries will help develop our students into independent and creative thinkers ready for the challenges that the future may hold.

VISUAL ARTS - Paul Cochran 5SL, 5MA, 5KP

At Level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and tools to plan, develop, refine, make and present arts works. In their arts works, 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 arts works and make changes to realize intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

During term one the focus in art will be the exploration of the art elements/principles of line, shape, value and texture through the creation of ‘Personal portraits’ using charcoal. Much work will be done exploring “mark making” with charcoal, discovering how to use different drawing & shading techniques to create diverse textures. Turning 2D shapes into 3D forms will also be an integral part of this exploration also.