Curriculum Overview
Seabrook Primary School
Term 4 2016

Grade Five

Dear Parents and Guardians,

Welcome to Term 4. Firstly we would like to congratulate all students on their fantastic NAPLAN results! We are very proud of the confidence they showed and their efforts. We have come to the final term of 2016 where many exciting events will take place such as; our last two units of inquiry, guest speakers, the Science Fair and the annual Christmas Carols.

ENGLISH
Reading and writing continues to be an important focus for the year fives. Students were extremely successful in the Victorian Premiers Reading Challenge, where they demonstrated their enthusiasm for reading and the PYP values in reaching their goals.

The text types that students will focus on in term 4 will be closely linked to inquiries 5 and 6. Students will continue to unpack the elements of creative writing, and will further develop their factual writing skills in preparation for scientific reports, explanation texts and information reports.

Students and teachers will continue to revisit and reset student-learning goals alongside the AusVELS and PAT (Progressive Assessment Tests) for planning and assessment. In reading this term we will continue to focus on making connections through questioning, predicting, summarising and inferring meaning from a wide range of texts. All of these strategies will be used during our Think Aloud sessions.

The students will continue explore how to use visual and word clues to understand the underlying meaning when it is not immediately obvious. Students are encourage to continue their excellent commitment to understanding spelling rules and learning their list of words.

MATHEMATICS
In Numeracy, students will be working in the areas of graphing, statistics and probability, mapping, problem solving and number. These numeracy concepts will be taught in connection with the last two inquiries. 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), including the multiplication tables and these will therefore be revised constantly.
Students will be encouraged to be risk takers and work confidently on all mathematics tasks. Students will continue to build confidence in their ICT skills and knowledge, which will be assessed as part of the reporting process. ICT will be used for problem solving, researching, expressing ideas, recording and presenting information to different audiences. Interactive Whiteboards and data projectors are incorporated across the curriculum in all subject areas. We will continue to encourage your child to strive in reaching their full potential for the remainder of this year.

We will continue to utilise the following to identify students’ understandings;
- Automatic response tasks, aimed at improving fluency of mental computation
- Open-ended problem solving tasks
- Mathletics and other online resources.
- Measuring progress: PAT Testing

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. 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.

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.

UNIT OF INQUIRY #5
Our fifth unit of inquiry ‘Energy is converted and used in various ways to support human progress’ will be continuing at the start of this term. For the summative assessment task, students will be required to build a machine that demonstrates their understanding of how things work. They will also write a formal science report, following the scientific process.

As a reminder, we will be following the lines of inquiry of:

- Forms of energy.
- The storage and transformation of energy.
- Conservation of energy.
- Renewable and sustainable energy.

They will demonstrate their understanding of how energy works when presenting their projects to the students at Seabrook Primary School at the grade 5 Science Fair on Thursday October 20th. In order for students to build a machine that works they need to be independent researchers and absorb the information that will be provided to them through the many primary resources that are available, such as guest speakers.
UNIT OF INQUIRY #6
Our final inquiry of 2016 will inquire into how ‘We have rights and responsibilities in the distribution of the world’s resources’. Students will explore the PYP strand of social studies through the Transdisciplinary theme of ‘sharing the planet’. The key concept that drives the inquiry is ‘causation’ and the students will build knowledge and understanding through the following lines of inquiry:
• The rights and responsibilities of human beings
• The world’s resources are unevenly distributed

Students will have opportunities to express themselves and their opinions through the summative assessment task. They are required to prepare for a non-profit organisation to show their capacity to articulate rights and responsibilities of human beings from different points of view. 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. 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.

The grade five team has thoroughly enjoyed teaching the wonderful students and we wish them all the very best for their future learning for the rest of the year!

Adaleta Altun, Jay Basa, Jonathon Brown, Shruti Lad, Lina Lima, Rebecca Moore, Kristen Payne and Nicole Lockwood
ITALIAN – Elena Provano
In Term Four, grade five students will be involved in different activities to keep revising colours, numbers, shapes, and instructional language that they will use to interact with the teacher and their peers in simple question/answer conversations.

In the first part of the term, the students will be working on extending and consolidating the vocabulary learnt. They will use this vocabulary in oral conversations and written tasks by practising simple sentence structures (i.e. C’è/Ci sono) and question/answer structures (i.e. Ti piace? Cosa ti piace? Sei d’accordo?). They will also revise and extend the knowledge of Italian vocabulary to express opinions: likes and dislikes (i.e. mi piace/non mi piace) and agreement/disagreement (i.e. sono d’accordo/non sono d’accordo) on different topics.

In the second part of the term the students will be exposed to some Italian traditions related to Christmas by watching videos, reading stories, singing songs.

The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will demonstrate commitment and consistency in practicing their new vocabulary and conversation, creativity and co-operation in their everyday tasks as well as display respect and tolerance of the new culture they are learning about. Every time they use the Italian language in different contexts, they are encouraged to be risk-takers and to extend their communication skills. In each inquiry they will have the opportunity to be inquirers and thinkers.

HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott
During term four, the year five students will continue to refine and expand their range of skills including, throwing, catching and punting/kicking. The main focus will be on one and two-handed throwing techniques (Lacrosse), a punting/kicking and passing (Rugby) and a punting/kicking and handballing unit (AFL). Students will also be involved in more throwing, catching, passing and shooting via a Netball inquiry. They will also undertake a pre and post Beep endurance test and complete a range of fitness-based exercises during the term.

Students will explore and work on throwing and two-handed techniques using a variety of lacrosse moves (scooping, cradling, passing and shooting). They will focus on techniques such as: having eyes on the ball/implement throughout the scooping and catching phases, standing side on to the target before passing or shooting, stepping with the opposite foot to that of the throwing arm, using hip and shoulder rotation during the throw and following through towards the target.

Children will participate in a range of AFL kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height, stepping forward with the non-kicking leg and bending the knee of the kicking leg during the backswing for the kick/punt. Students will explore a range of kick types (drop punt, torpedo, check side and snap kicks) as well as practicing using both feet to kick with. In the Rugby part, students will look at the place kick off a tee stand, passing the ball in a backwards direction to a partner (static and moving), work on dodging and weaving.

Students will look at various Netball pass types (ground, bounce, chest, lob, one arm), Shooting techniques as well as learning about various positions on the court (centre, wing attack, goal defence etc.) and game strategies. Modified versions leading up to the real game version will be practiced.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile and working on developing these during each session.
PERFORMING ARTS – Adam Smith

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 Four students will continue to 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, Causation and Perspective’ to explore the central idea that “Cultures have different performance styles to express themselves.” We are looking at the beliefs and values we see in different cultural performances, the different factors that make a performance style the way it is, and that we see different perspectives through performance.

The classroom links this term will be:
- The use on non-naturalistic choreographed movement pieces depicting the element of water.
- The use of green screen to create awareness pieces to communicate ideas.

Undertaking these inquiries will help develop our students into independent and creative thinkers with well developed social, communication and self-management skills.

VISUAL ARTS - Paul Cochran 5LL, 5JJ, 5JB

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.

We continue in term four with the focus on the Visual Arts, based around the previous Unit of Inquiry-“How We Express Ourselves”, Central Idea: The Arts are a creative expression and interpretation of the world. The students explore the art medium charcoal, firstly through technique - by creating different marks through drawing, shading, smudging, etc. We then explore shading and shadow techniques to create a 3D effect for drawn 2D shapes. Finally, the students will combine these techniques to create life-like charcoal portraits of a subject of their choosing.