



Year 5 Authors of our own learning

The Year 5 Team

5HC Miss Hayley Clark

hkcla0@eq.edu.au

5JC Mrs Jodi Colledge

jcoll15@eq.edu.au

5NB Mrs Nikki Brooks

nbisc4@eq.edu.au

5JM Miss Jenny Medcalfe

jmedc5@eq.edu.au

5KS Miss Karly Small

ksmall28@eq.edu.au

Inclusion Support

Mrs Sara Lawrence

slawr61@eq.edu.au

English

In WRITING students will:

- analyse the short film and picture book versions of 'The Lost Thing' and create short written responses to elements of the literature, expressing ideas and points of view
- create a folio of written persuasive responses to personal, local and world issues

In SPELLING students will:

- study words by investigating specific generalisations, patterns, sounds and meanings as well as the 'metalanguage' to discuss spelling, within differentiated groups

In READING students will:

- listen to, read and interpret narratives, including the 'The Lost Thing', by Shaun Tan
- analyse the development of the main characters in relation to the plot and setting, shifts in time and interpersonal relationships
- engage with a variety of text types, structures and vocabulary during modelled, shared, guided and independent reading sessions
- develop decoding skills and strategies to make thinking visible when 'reading to learn' and 'learning to read' with an emphasis on predicting, visualising, making connections, analysing text structure, questioning, summarising and making inferences

In READING and WRITING STAMINA students will:

- continue to develop **persistence**, fluency, expression and sustained reading and writing for meaning

ASSESSMENT:

Productive Task - Narrative writing in response to a picture stimulus

Productive Task - Persuasive Letter responding to a scenario, to secure potential funding for a 'new invention' which solves the 'plastic problem' in the oceans. This is integrated with Technology, Science and HASS.

Receptive Task - Three Level Guide comprehension for 'The Lost Thing'

Receptive Task - Question Answer Response comprehension for 'Drowning in Plastic'

Student Led Learning

'Authors of our own learning'

WISDOM WEDNESDAY

As a Year 5 cohort, students will:

- explore **Student Learning Maps** - a visual web of interactions, in each student's learning environment between people, places and tools, to assist students' understanding of how they learn
- select and engage in **Maths Learning Stations** supporting each student's 'next step learning' across a range of Maths strands
- engage in **Passion Learning Projects** - *what we want to learn, becoming active, self directed learners*
- create a visual arts folio and explore a range of techniques in **Arts Learning Pathways**

HEALTH

EMU GULLY ADVENTURE CAMP

How exciting! This camp is an integral part of our curriculum designed to support students to take positive actions for their wellbeing. It will provide them with a unique opportunity to be **responsible risk takers**, to develop **persistence** and resilience and to **think interdependently**.

Learning to **effectively communicate**, relate to others and **problem solve** in teams, while being actively involved in challenge and adventure activities, is the focus of the camp. Lots of healthy eating will support this process.

PASSION LEARNING

Students will select and engage with their 'passion' as a vehicle to extend their health and well being, utilising people, places, tools and learning dispositions as they self direct, and then present their learning to an audience of parents, staff and peers.

ASSESSMENT: Reflection Journal

PHYSICAL EDUCATION

Term 1: Swimming: students will engage in learning experiences with an emphasis on stroke technique, rescue scenarios and emergency procedures in the water.

Term 2: Team games: students will refine specific gross motor and locomotor skills to improve speed and agility during games and competition.

ASSESSMENT: Skill performance

Health & Physical Education

Science

BIOLOGICAL SCIENCE

Inquiry: How do living things survive in the desert environment?

Students will:

- build knowledge about the desert environments of Australia
- identify structural and behavioural adaptations of Australian desert animals
- analyse how the form of living things enables them to function in the desert environment

ASSESSMENT:

Annotated diagram - create a 'hypothetical creature' with adaptations and behaviours suitable for survival in the Australian desert

Camouflage Investigation - make predictions, conduct a fair test, gather data, analyse findings and draw conclusions based on a structural adaptation

CHEMICAL SCIENCE

OVERBOARD AND UNDERWATER

Inquiry: How is 'our place' affected by the interconnections between people, places and environments?

Students will:

- explore the observable properties and behaviours of matter, including liquids, solids and gases, and the changes that result from temperature changes
- Evaluate observations and data, and apply their knowledge and understanding of 'plastics' to investigate the impact of human and environmental factors on places, including oceans

ASSESSMENT:

Science Journal - work folio of understandings, observations, and annotated diagrams

Evaporation Investigation - make predictions, conduct a fair test, gather data, analyse findings and draw conclusions based on the changing states of matter

Integrated study

Integrated study



Humanities and Social Sciences

Inquiry: How do people and environments influence one another?

Students will:

- build knowledge about the major vegetation types, landforms and climate zones of Europe and North America using a variety of data sources including maps, tables, graphs and information texts
- locate, interpret and create maps using cartographic conventions

ASSESSMENT:

Annotated Maps- locate, collect and represent geographical characteristics of North America and draw conclusions about the relationships between the environmental characteristics

OVERBOARD AND UNDERWATER

Inquiry: How is 'our place' affected by the interconnections between people, places and environments?

Students will:

- investigate the local and global issue of plastic pollution in marine environments
- explore the interconnections that occur between the human and environmental characteristics of 'our place'
- adopt the role of 'Environmental Managers' as they gain field knowledge of Moreton Bay *excursion linked
- explore the roles and responsibilities of consumers

ASSESSMENT:

Concept Map/Flow Chart - annotated graphic organisers depicting the impact of plastics and the interconnections between people, places and the marine environment

Technology

OVERBOARD AND UNDERWATER

Students will:

- plan and design an invention to solve the 'plastics problem' in the oceans
- explore the steps involved in the process to satisfy the design brief
- investigate everyday design solutions
- analyse and modify design ideas to enhance the product
- reflect and evaluate design solutions

ASSESSMENT:

Annotated Diagram - Model - create a labelled plan and three dimensional model of an invention that would contribute to solving the 'plastics problem' in the oceans.

Written Reflection - reflect and evaluate the design process and solution

Music

Students will:

- build knowledge of popular music and how music elements communicate meaning
- sing and perform melodic ostinatos and canons
- play popular music on guitar and keyboard
- Use rhythm, pitch, symbols and music terminology to perform

ASSESSMENT:

Performances - 4 beat melodic ostinato, canon rhythm, chosen repertoire (singing/guitar)



The Arts

VISUAL ARTS

LEARNING PATHWAYS

Students will explore five Visual Arts learning experiences facilitated by the Yr 5 staff across three week blocks.

Students will:

- build knowledge and explore the elements and principles of design used in two-dimensional and three-dimensional pieces, focusing on colour, texture, line and shape
- develop skills and techniques associated with perspective drawing, watercolour painting, cold wax batik, collage, printmaking and sculpting

ASSESSMENT:

Visual Art Portfolio - including a junk sculpture, watercolour painting, cold wax batik, collaged tile and an air dried clay sculpture.



LOTE

Facilitated by Mr Henville

Our school offers students in Year 5 the opportunity to learn French as a second language. Learning a new language has been proven to contribute to a child's educational, intellectual and cultural development. It can also enhance future career options and will improve a student's use and understanding of English.

In French lessons, students undertake a broad range of speaking, listening, writing and reading activities, with an emphasis placed on engaging the students in strategies to make thinking visible. At the end of each term they will be required to create a written or spoken presentation using the language studied in class.

ASSESSMENT:

Café Menu - create a menu including food, drinks, size & prices
School information pack - design a kit including a school timetable and equipment list including item descriptions and prices



Dates to Remember

Whole School Assembly

Odd weeks in MEGA Wednesday at 2pm *beginning Week 5*

Senior Assembly

Even weeks in MEGA Central Friday at 11:15am *beginning Week 6*

Proposed Emu Gully Adventure Camp Helidon

Monday 28 March to Tuesday 29 March

Approximately \$250. More details to follow.

Due to the current COVID guidelines for schools, payments will only be accepted after Monday 7 March

Wednesday 23 March - payments finalised

'Overboard & Underwater' Excursion

Monday 23 May and Thursday 26 May

Approximately \$45

Homework

Tasks include:

- **Loving Literature** reading sessions and summaries will be recorded in the student's **diary** each week

Mathematics

Students will apply a variety of mathematical concepts in real life, life like and purely mathematical situations.

From the **Australian Curriculum Year 5 Mathematics achievement standard**, the focus topics are:

In the NUMBER and ALGEBRA strand: (test assessments and checklists)

- solve simple problems involving the four operations using a range of strategies
- check the reasonableness of answers using estimation and rounding
- order decimals and unit fractions and locate them on number lines
- continue counting patterns by adding and subtracting fractions and decimals
- explain plans for simple budgets
- recall all multiplication and related division facts



From the **Australian Curriculum proficiencies**, student progress is tracked in:

Understanding: Booker Diagnostic tests in **Whole Number and Fractions**

Fluency: school designed Year 5 tracking test working towards end of year benchmark

Problem Solving and Reasoning: Solving authentic problems

HOME SUPPORT:

It is vital that students in year 5 are fluent in all the basic facts. This is an area of mathematics that can be practised at home

In the MEASUREMENT and GEOMETRY strand: (Investigation tasks, checklists and test assessments)

- use appropriate units of measurement for length, area, volume, capacity and mass
- investigate ways to calculate perimeter and area of rectangles tasks targeting students' next
- connect 3D objects with their 2D representations
- use a grid reference to locate landmarks

In the STATISTICS strand: (checklist, investigation task)

- interpret different data sets
- construct data displays appropriate for the data

MATHS LEARNING STATIONS - The Year 5 cohort will engage in student led learning

step in mathematical learning.

