

Year 5 Yearly Overview 2011/2012

Transdisciplinary Theme	Who We Are An inquiry into the nature of the self; of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights and responsibilities; what it means to be human	Where We Are In Place And Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	How We Organise Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Unit Title	The Power of One	Indigenous Peoples - Then and now	Media	Space	Trade	Resources
Unit No. / Duration	1 5 Weeks	3 6 Weeks	5 8 Weeks	2 6 Weeks	4 6 Weeks	6 6 Weeks
Central Idea	Individuals and groups can often be catalysts for big ideas or big impact on society.	The world's indigenous peoples have changed over time.	Media influences how we think, and the choices we make.	The Earth's conditions and position in space make life sustainable.	The choices that consumers make influence local and global trade	People can establish practices in order to sustain the Earth's resources.
Lines of Inquiry	<ul style="list-style-type: none"> • What motivates humans to support others • Challenges individuals or groups have to overcome in bringing about change • The effect individuals and groups have had on others 	<ul style="list-style-type: none"> • What it means to be indigenous • How indigenous communities have changed over time • What has caused these changes to occur 	<ul style="list-style-type: none"> • Purpose and types of advertising • The persuasive techniques used in advertising • The connection between advertising techniques and target audience. 	<ul style="list-style-type: none"> • The structure and function of the solar system • The conditions on Earth that make Earth livable • How the position of Earth in space affects these conditions 	<ul style="list-style-type: none"> • What trade is • Factors that influence trade (<i>e.g. Supply and demand, conflict, economy, natural disasters, availability of resources, politics</i>) • Our responsibilities as consumers (<i>e.g. buy local, organic,</i> 	<ul style="list-style-type: none"> • The limited nature of the Earth's resources • The consequences of how we use resources • Personal choices that can help sustain the Earth's resources

					<i>environmental factors of trade, packaging, fair trade, principled reasons (child labour, cheap labour, rip offs, mass production)</i>	
Key Concepts	<ul style="list-style-type: none"> • Change • Causation • Reflection 	<ul style="list-style-type: none"> • Form • Change • Causation 	<ul style="list-style-type: none"> • Function • Perspective • Connection 	<ul style="list-style-type: none"> • Function • Causation 	<ul style="list-style-type: none"> • Form • Connection • Responsibility 	<ul style="list-style-type: none"> • Responsibility • Change • Causation
Related Concepts	<ul style="list-style-type: none"> • Initiative • Citizenship 	<ul style="list-style-type: none"> • Identity • Traditions • Progress 	<ul style="list-style-type: none"> • Audience • Story board 	<ul style="list-style-type: none"> • Space • Solar system • Time 	<ul style="list-style-type: none"> • Supply • Demand • Interdependence 	<ul style="list-style-type: none"> • Sustainability • Conservation
Learner Profile Focus	<ul style="list-style-type: none"> • Balanced • Caring • Risk taker 	<ul style="list-style-type: none"> • Thinker • Open-minded 	<ul style="list-style-type: none"> • Communicator • Reflective 	<ul style="list-style-type: none"> • Knowledgeable • Inquirer 	<ul style="list-style-type: none"> • Principled • Thinker • Reflective 	<ul style="list-style-type: none"> • Principled • Caring
Attitudes Focus	<ul style="list-style-type: none"> • Empathy • Independence 	<ul style="list-style-type: none"> • Tolerance • Appreciation • Empathy 	<ul style="list-style-type: none"> • Cooperation • Creativity • Confidence 	<ul style="list-style-type: none"> • Curiosity • Commitment 	<ul style="list-style-type: none"> • Integrity • Cooperation 	<ul style="list-style-type: none"> • Integrity • Commitment • Respect
Transdisciplinary Skills (These are the skills which will be explicitly taught – other opportunities for skills development will occur naturally during the unit)	<ul style="list-style-type: none"> • Self Management (Organisation, Time management, Codes of Behaviour) • Research (Planning, Collecting, Recording, organizing and interpreting data, Presenting) 	<ul style="list-style-type: none"> • Communication (Speaking, Listening, Reading, Writing, Viewing, Presenting, Non-Verbal communication) • Research (Collecting, Recording, organizing and interpreting data) • Thinking Skills (Metacognition) 	<ul style="list-style-type: none"> • Social skills (Accepting responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles) • Self Management (Informed choices) 	<ul style="list-style-type: none"> • Thinking Skills (Acquisition of knowledge, Comprehension, Evaluation, Application, Analysis, Synthesis) • Research (Planning, Collecting, Recording, organizing and interpreting data) 	<ul style="list-style-type: none"> • Social skills (Accepting responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles) • Communication skills (Speaking, Listening, Reading, Writing, Viewing, Presenting, Non-Verbal communication) • Self Management 	<ul style="list-style-type: none"> • Research (Formulating questions, Observing, Planning Collecting data, Interpreting, Recording data, Organising data, Presenting)

					(Informed choices)	
Maths		Data handling <ul style="list-style-type: none"> Collection, organizing and interpreting data 	Data handling <ul style="list-style-type: none"> Graphs Shape and Space 3D nets 	Measurement <ul style="list-style-type: none"> Time – how our position in space determines years, months, days and hours 	Data Handling <ul style="list-style-type: none"> Graphs Shape and Space Direction and location Measurement Timetables 	Measurement & Number <ul style="list-style-type: none"> Fractions / percentages / ratio (uneven distribution)
Language A	<p>Oral Sharing Circle Oral presentation</p> <p>Visual Presentation Visual tools Posters/Keynote slides - Layout, symbols, fonts, shapes, colours</p> <p>Written To entertain (narrative) Focus on the writing process</p> <p>Literature Focus: Narrative (coming of age) and iographies</p>	<p>Oral Sharing information and small group presentations Paraphrasing and summarizing</p> <p>Visual Text, illustrations and thinking tools (mind maps, webs etc)</p> <p>Written To entertain and explain – Myths and Legends (narrative)</p> <p>Literature Focus: Narrative - Indigenous stories and myths/legends</p>	<p>Oral Sharing and listening to points of view & perspective. Conflict resolution/persuasive techniques</p> <p>Visual Media – visual effects body language, photography and filming.</p> <p>Written To persuade – advertising, exposition, slogans To inquire – surveys and questionnaires</p> <p>Literature Focus: Editorials, advertisements (real estate ads etc), applications etc.</p>	<p>Oral To explain - Oral explanations</p> <p>Visual Brochures (design, balance, consistency in design components)</p> <p>Written To explain- explanations, brochures, timetables</p> <p>Literature Focus: Non-Fiction – explanations and descriptions (Sci-fi book club)</p>	<p>Oral To instruct – instructions for basic games and location/position</p> <p>Visual Visual cues to expand on written information, diagrams</p> <p>Written To instruct – trading game rules</p> <p>Literature Focus: Instructions, recipes, guides, rules etc.</p>	<p>Oral To describe – presenting inquiry findings</p> <p>Visual Flowcharts, tables, diagrams</p> <p>Written To describe – experiments and non-chronological reports</p> <p>Literature Focus: Non-fiction – descriptions</p>
Language B					<p>Our community</p> <ul style="list-style-type: none"> Names of different community facilities Describe what's there in our community Design your own ideal community 	
Science & Technology				<p>From the IB S&S:</p> <ul style="list-style-type: none"> Earth and Space 		<p>From the IB S&S:</p> <ul style="list-style-type: none"> Earth and Space

				<p>From the ESF S&S: Earth and Space</p> <ul style="list-style-type: none"> Recognise the earth's position in the solar system and understand the interconnectedness of the earth, sun and the moon. Explain the patterns and effects of the movements of the earth and the sun and their links to time and position 		<ul style="list-style-type: none"> Materials and Matter <p>From the ESF S&S: Living Things</p> <ul style="list-style-type: none"> Recognise that changes to ecosystems can affect plants and animals and the relationship between them <ul style="list-style-type: none"> <i>Develop an awareness that changes can be natural or human made</i> Recognise consequences of our actions and how we can preserve the earth's natural biomes <p>Earth and Space</p> <ul style="list-style-type: none"> Identify the earth's natural resources and recognize that there are infinite and finite resources in the planet. <ul style="list-style-type: none"> <i>recognize the impact of the use of these resources on the physical environment</i> Investigate how we can sustain the planet's resources <ul style="list-style-type: none"> <i>identify and describe alternative sustainable resources</i>
Social Studies	From the IB S&S: Continuity and change through time	<ul style="list-style-type: none"> From the IB S&S: Continuity and 	From the ESF S&S: <ul style="list-style-type: none"> Evaluate how people operate in 		From the ESF S&S: Human Systems and Economic Activities	From the IB S&S: Resources and the Environment

	<p>From the ESF S&S: Continuity and change through time</p> <ul style="list-style-type: none"> Analyse how ideas, actions and events through time have changed the lives of others. describe and evaluate how people's ideas, actions and events have changed lives over time explain how events can be linked through cause and effect 	<p>change through time</p> <ul style="list-style-type: none"> Social organisation and culture <p>From the ESF S&S: Social Organisation and Culture</p> <ul style="list-style-type: none"> Understand how roles within social and cultural groups are developed Appreciate how cultural groups may vary in their customs and practices but reflect similar purposes <p>Continuity and change throughout time</p> <ul style="list-style-type: none"> Investigate some features of societies, people and events from the past 	<p>economic activities:</p> <ul style="list-style-type: none"> <i>explain the interaction that occurs and the roles that people take in the production and consumption processes</i> 		<ul style="list-style-type: none"> Recognize that different systems within a community are connected Identify different systems operating in a community Explain how different systems work together to provide for the needs of a community. Recognize how systems develop and change in response to needs and wants <p>Human and Natural Environments</p> <ul style="list-style-type: none"> Evaluate how people influence and are influenced by their environment <p>From the IB S&S:</p> <ul style="list-style-type: none"> Social organisation and culture Human systems and economic activities 	<p>Human and natural environments</p> <p>From the ESF S&S: Human and Natural Environment</p> <ul style="list-style-type: none"> Evaluate how people influence, and are influenced by their environment <i>explain different ways in which people use the same places and environments</i> <i>discuss different perspectives about the same places and environments</i> <i>examine decisions for the built environment in relation to the natural environment</i> Develop a sense of valuing and caring for the environment in the interests of themselves and future generations <i>justify decisions made for the different usages of the environment</i> <p>RESOURCES AND THE ENVIRONMENT</p> <ul style="list-style-type: none"> Interpret and analyse how and why people manage resources
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						<ul style="list-style-type: none"> - <i>understand that people have differing reasons for managing resources</i> • Understand why it is important to protect the environment • Understand the importance of valuing the environment and protecting it - <i>explain consequences of depletion of resources to the environment</i>
<p>Digital Literacy</p>	<p>Fundamentals <u>Intro session:</u> <ul style="list-style-type: none"> • Login Details: Usernames and Passwords • Test DC Mail accounts: Focus on elements; when it is appropriate to use features such as chat, etc. Also what is 'chain mail'. Email etiquette when speaking with teachers... • File management Linear Presentation - Keynote Inquiry presentations to be presented using Keynote. Presentation style; using keywords – no sentences.</p>	<p>Graphic Organiser Webspiration – to use for writing planning stage. Convert to Word docs to continue writing process</p>	<p>Sketch UP – Modelling – Nets for Packaging and Laser Cutter in Cardboard. Graphics – GIMP logo design. Advertising Groups – promoting a product with logo. Multimedia – iMovie, iWeb and Garageband <ul style="list-style-type: none"> • In iMovie editing and publish product advertisements • Produce, record and edit music using GarageBand • iWeb: put all of their advertising products together into a group iWeb site. Spreadsheets /Graphing: Excel Interview target audience and create spreadsheets and then graphs.</p>	<p>Multimedia - iMovie Introduction to iMovie using pictures, music, titles, transitions etc (tell camp story through iMovie) Students to relate to the how they exhibited different Learner Profile characteristics.</p>	<p>New Unit: Donna MUST attend planning. ??? Numeracy – Excel: Spreadsheets – creating number pattern formulas Excel: Graphing – Line Graphs ???</p>	<p>Online Collaboration <u>Google Docs</u> Students create their own google doc as an individual, then in a Media watch group decide on the ONE that they will all collaborate on.</p>

Information Literacy	Social Bookmarking: Diigo #1 <ul style="list-style-type: none"> • Create accounts • Bookmark websites • Create categories for bookmarks 			Social Bookmarking: Diigo #2 <ul style="list-style-type: none"> • Connecting with classmates –friends • Sharing bookmarks • Annotating Internet <ul style="list-style-type: none"> • Use of search engines. • Research skills • Sighting others' work. • Use of school website resources 		Use of school website resources to research effectively
Health	<ul style="list-style-type: none"> • Self Concept • Organisation for learning 		<ul style="list-style-type: none"> • Self concept 		<ul style="list-style-type: none"> • Organisation for learning • Interaction with others 	<ul style="list-style-type: none"> • Health and safety
Music	Story writing unit (children's songs about African oppression)	Music of indigenous communities – then and now	Creating and Composing – radio jingles	Space odyssey – music accompanying movies		
Visual Arts	Art movements – how individuals or small groups changed the way the world view art and art form.	Indigenous art (past and contemporary)	Design – Logo and packaging		Community art project – creating change	
Drama		Story telling traditions of indigenous communities then and now	Filming and story boarding		Story telling theatre (roles and responsibility within a group)	
PE					Direction and location (orienteering) link to camp and Shape and Space in Maths	