Academic Program for Term 1

Year 4/5
Mrs Karin Geiger
kgeig1@eq.edu.au
The English program outline:

Students will: Investigate the author's language in a familiar fantasy narrative. (The Forest of silence - Emily Rodda)

Examine and respond to texts
- Use knowledge of language features and images to show how ideas can be extended to improve meaning and create coherence in a text.
- Select specific vocabulary and use accurate grammar, spelling and punctuation.
- Create a sequenced imaginative fantasy chapter for an audience of peers.
- Edit work to provide structure and meaning.
- Develop an understanding of language and literature

Assessment:

Students plan and draft a written imaginative text. They create the first chapter of a fantasy novel depicting contrasting fantasy characters in relation to setting and plot.

Throughout all units students will also:
- Read and comprehend material on a daily basis from our class reading and school Reading Stamina program.
- Identify and apply strategies before, during and after reading to demonstrate their understandings of reading as a method for improving fluency, word and content knowledge and comprehension.
- Undertake an enriched and variety-based language program where rigorous and frequent tasks will enhance students' spelling awareness and word knowledge.
- For all writing pieces use effective mechanical writing skills such as punctuation, editing, paragraphing, topic-related vocabulary and regularly identify and apply grammar and spelling rules.

* Have a look at some more information about the Deltora Quest series of books by Emily Rodda.


Students will be given their own log on and pass word details to access the reading program - 'Bug club'. The individualized program will be set to individual reading abilities. It also includes associated comprehension activities and is free to all Carbrook students.

www.bugclub.com.au

Fun resources
http://www.bbc.co.uk/schools/spellits/index.shtml

http://www.bbc.co.uk/schools/typing/

http://primarygamesarena.com/Dance-Mat-Typing2012 - touch typing skills

Year 5 students will also be taken by Mrs Jeanette Overeinder, our Learning Support Teacher, for extra practise to prepare for writing tasks in NAPLAN.

Mathematics Program outline:

Through the proficiency strands, Understanding, Fluency, Problem solving and Reasoning, students have the opportunities to develop the understandings of:

Number and place value - explore and identify factors and multiples, revise multiplication, solve problems using mental computation strategies, compare and evaluate strategies and use written a strategy for addition and subtraction.

Chance - identify and describe possible outcomes, describe equally likely outcomes and represent probabilities of outcomes using fractions.

Fractions and decimals - compare and order unit fractions, create a range of models for fractions, add and subtract fractions with like denominators

Data representation and interpretation - identify different types of data, distinguish between numerical and categorical data, collect primary data, organise data using tables, create dot plots and column graphs, interpret dot plots and column graphs, identify and pose questions to collect different data types, use technology to create representations.

Assessment:

Students will classify and interpret data and pose questions to gather data.
Student learning will also be monitored throughout the teaching and learning process to determine student progress and learning needs. Observations will also be made on student ability to identify factors and multiples, order and place fractions on number lines, solve word problems, number properties, operations and fraction, informal recordings of solutions to multiplication problems and samples of rounding whole numbers to the nearest ten or hundred.


**Science (Year 4) - (With Mrs Boobyer) Earth and space - Exploring geological processes: Here today gone tomorrow**

**In this unit student:**

- Explore natural processes and human activity which cause weathering and erosion of the Earth's surface. They relate this to their local area.
- Make observations and predict consequences of future occurrences and human activity.
- Describe situations where science understanding can influence their own and others' actions.
- Explain their observations and compare their findings with their predictions.
- Discuss ways to conduct investigations and safely use equipment to make and record observations.

**Assessment:** Soil erosion investigation.

Students describe the natural process and human activity that causes change to the Earth's surface. They will plan, conduct and report on an investigation of the erosion process. They apply science understandings to formulate control strategies in real-life situations.

[http://www.strathewenlandcare.org.au](http://www.strathewenlandcare.org.au)  [www.abc.net.au](http://www.abc.net.au)

**Science (Year 5) with Miss Holland**

In this unit students will

- Examine the structural features and behavioural adaptations that assist living things to survive in their environment.
- Understand that science involves using evidence and data to develop explanations.
- Investigate factors that influence how plants and animals survive in extreme environments.

**Assessment:**

Students will create a fictional creature and describe the relationship between structural and behavioural adaptations needed to survive in an environment. They will use data to suggest explanations consistent with environmental data.

[http://rainforest-australia.com/striped_possum.htm](http://rainforest-australia.com/striped_possum.htm)


**History Program Overview:** (With Mrs Boobyer)

(Year 4) Investigating European exploration and the movement of peoples.

In this unit students will develop an understanding of the significance of the First Fleet in Australia.

Students will:
• Reflect on the significance of European exploration and colonisation of Australia.
• Determine the significance of events and people connected with the First Fleet's arrival in Sydney Cove.
• Explain the significance of the First Fleet recognising different points of view.

They will investigate the following Inquiry questions:
Why did the great journeys of exploration occur?
Why did the Europeans settle in Australia?

Assessment: To explain how and why life changed for a convict of the First Fleet.

• Choose a convict of the First Fleet.
• Part A – Create a timeline
  o Select significant events in a convict's life to sequence on a timeline.
• Part B – Pose questions
  o Pose a range of questions about the significance of the First Fleet in bringing about change in the life of the chosen convict.
• Part C – Locate information
  o Use provided sources to locate and record information to answer questions.
• Part D – Create an historical narrative
  o Imagine you are the convict. Write a historical narrative to describe how your life changed as a result of the First Fleet.

http://www.sbs.com.au/firstaustralians/index/index/epid/1

(Year 5) Exploring the development of British colonies in Australia

Students will investigate the reasons for establishing a penal colony in Van Diemen's Land and how this development changed the environment and affected the daily lives of convicts and Aboriginal peoples. Students will locate information in sources about the establishment of a penal colony and after a free settlement in Moreton Bay and identify the how the inhabitants and the environment changed over time.

In this unit students will investigate the following inquiry questions:
• What do we know about the lives of people in Australia’s colonial past and how do we know?
• How did an Australian colony develop over time and why?
• How did colonial settlement change the environment?

The following content is taught as part of the unit:
• key events related to the development of British colonies of Australia
• the economic, political and social motivations behind colonial developments, particularly the establishment of the Moreton Bay and Van Diemen's Land colonies
• aspects of daily life in the 1800s
• the impact of colonisation on the environment and Aboriginal peoples.

Assessment: will be three fold. It will include:
• Part A — Continuities and changes in Brisbane
  o Identify aspects of Brisbane that have changed and remained the same.
• Part B — Create a poster
Imagine it is 1870 and create a poster encouraging free settlers to move to Brisbane.

- **Part C — Compose a historical narrative**
  - Write an historical narrative to describe the experiences of a free settler in Brisbane.


**The Arts**

The Arts provide students with the knowledge, skills and understandings to express ideas, observations, experiences, values and beliefs. Students use their creativity, imagination and senses as they develop, extend and enhance their understanding of arts practice through active inquiry, engagement and reflection, both individually and collaboratively.

This term the students will be involved in the Ausdance program. Our term 1 Celebration of Learning will be the students’ presentation of the dances they have learned.

**ICT**

In Term 1, Year 4/5 students will engage in learning experiences that allow them to communicate through the use of ICTs. Students will collaborate, share and exchange information via emails and a range of online communication tools. Through these learning experiences the students will understand and apply social protocols and apply techniques or strategies to ensure security of information. Students will engage in cyber safety activities to increase their awareness of the importance to operate safely when working in online environments.

**Assessment:** will include the ability to:

- Use a range of online communication tools to share ideas and information
- Contribute to a class blog
- Determine and select appropriate communication devices for particular audience and purpose
- Consolidate their understanding of netiquette, such as showing respect for others when communicating in online environments
- Know that digital texts can be edited to improve the effectiveness of communication
- Use positive social skills consistently in ICT communication
- Use correct conventions of the email genre when composing and sending messages
- Add contacts and groups to electronic address list and use to communicate with groups when emailing.
- Participate in collaborative online projects with peers and online experts.
- Create folders within MIS email.

Computer and ipad use will be included in most subject areas as a learning tool.

**Health**

Students will focus on our school wide expectations of **Be Responsible, Be Respectful, Be Safe and Be a Learner** as they explore that **establishing and maintaining relationships** involves effective communication, being considerate of others and respecting differences.
**HOMEWORK EXPECTATIONS**: Homework is an extension of the studies undertaken in class and provides parents/carers with an opportunity to become involved in their child’s learning and potentially recognise areas of need. Homework will go out on Monday’s and it is due back every Friday.

Parade is every **Monday** at 2:30pm

P.E and Music are on Tuesdays

ICT specialised lessons are on Mondays.

Aus Dance is on every Thursday.

Please don’t forget to ensure your child has a **healthy snack**, **water bottle** and **hat** daily for your child.

If you have any queries about your child’s schooling please don’t hesitate to contact me by either writing a note or making an appointment.

I look forward to working with you.

Karin Geiger,
Carbrook State School

Student Expectations

Be a Learner
Be Respectful
Be Responsible
Be Safe