Carbrook State School
P-7

2014

Academic Program for
Term 1

Year 5
Miss Holland
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**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.


Fun resources


[http://www.bbc.co.uk/schools/typing/](http://www.bbc.co.uk/schools/typing/)


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.

Try some fun maths games on http://www.primarygames.com/

http://www.strathewenlandcare.org.au  www.abc.net.au

Science 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://www.nma.gov.au/exhibitions/extremes/what_is_a_desert

History— with Mrs Geiger 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
• Identify aspects of Brisbane that have changed and remained the same.

• Part B — Create a poster
  o Imagine it is 1870 and create a poster encouraging free settlers to move to Brisbane.

• Part C — Compose a historical narrative
  o 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 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. Computer and ipad use will be included in most subject areas as a tool.

Assessment: will include the ability to:
Use a range of online communication tools to share ideas and information
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
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

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 a Tuesday.
LOTE lessons are on Monday at 9:00 am.
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.
Sarah Holland
Carbrook State School

Student Expectations

Be a Learner
Be Respectful
Be Responsible
Be Safe