

Date		YEAR 5 Where we are in place and time	
Units of inquiry Where we are in place and time <i>An inquiry into the discoveries, explorations and migrations of humankind</i>		<b>Central Idea:</b> Exploration leads to discoveries, opportunities and new understandings. <b>Key concepts:</b> causation, perspective, change <b>Related concepts:</b> exploration, innovation, impact (Social Studies) <b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>&gt; Exploration past, present and future</li> <li>&gt; The reasons why people explore</li> <li>&gt; The impact of exploration</li> </ul>	
Approaches to learning (skills)		<b>Research skill:</b> present research findings <b>Communication skill:</b> presenting <b>Thinking skills:</b> acquisition of knowledge, comprehension	
Learner profile attributes/attitudes		inquirer, open-minded, principled Integrity, curiosity	
Social Studies Strand: Human systems and economic activities, Continuity and change through time, Human and natural environments Science Strand:		<b>Social Studies skills:</b> -formulate and ask questions about the past, the future, places and society -use and analyse evidence from a variety of historical, geographical and societal sources -orientate in relation to place and time  <b>Learning outcomes (Students will be able to):</b> -identify the reasons why people feel compelled to explore the unknown -investigate the impact of exploration on people in the past, present and future -analyse how available technology influences people's abilities to navigate -demonstrate an understanding of methods of navigation (for example, stars, compasses, satellites) -identify the distinctive features of the earth's natural phenomena and its systems -investigate the infinite and finite resources of the planet	
Language	Oral Language: Listening and Speaking	Spoken communication is different from written communication- it has its own set of rules.	
	Written Language: Reading and Writing	<b>Reading Phase 4:</b> - know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail - as part of the inquiry process work cooperatively with others to access, read, interpret, and evaluate a range of source materials, identify relevant, reliable and useful information and decide on appropriate ways to use it - access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis - know when and how to use the internet and multimedia resources for research - understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's	<b>Writing to recount</b> - biography, retell, journal, minutes of meeting, review Phase 4: - organize ideas in a logical sequence - reread, edit and revise to improve their own writing, for example, content, language, organization



		cyber-safety policy	
	Visual Language: Viewing and Presenting	<p><b>To enhance learning we need to be efficient and constructive users of the internet</b></p> <ul style="list-style-type: none"> <li>design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved.</li> <li>prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications.</li> </ul>	
	Year long	<p><b>Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>Listen appreciatively and responsively, presenting their own point of view and respecting the views of others (Ph4)</li> <li>Participate appropriately as listener and speaker in discussions, conversations, debates and group presentations (Ph5)</li> <li>Generate, develop and modify ideas and opinions through discussion, listen and respond appropriately to instructions, questions and explanations. Infer meanings, draw conclusions and make judgments about oral presentations (Ph5)</li> <li>Understand the ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations(Ph4)</li> <li>Argue persuasively and defend a point of view (Ph4)</li> <li>Explain and discuss their own writing with peers and adults (Ph4)</li> <li>Begin to paraphrase and summarize (Ph4)</li> <li>Organize thoughts and feelings before speaking (Ph4)</li> <li>Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context (Ph4).</li> <li>Realize that grammatical structures can be irregular and begin to use them appropriately and consistently (Ph4)</li> <li>Use oral language appropriately, confidently and with increasing accuracy (Ph4)</li> <li>Verbalize their thinking and explain their reasoning(Ph4).</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>View, respond to and describe visual information communicating understanding in oral, written and visual form (Ph4)</li> <li>Discuss their own feelings in response to visual messages, listen to other responses realizing that people react differently (Ph3)</li> <li>Realize that visual information reflects and contributes to the understanding of context (Ph3)</li> <li>Design posters and charts using shapes, colours, symbols, layout and fonts to achieve particular effects and explain how the desired effect is achieved (Ph4) . With guidance use the internet to access relevant information process and present information in ways that are personally meaningful (ph3).</li> <li>Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood (Ph5).</li> <li>Spoken language varies according to the purpose and audience (Ph3).</li> </ul> <p><b>Reading</b> (Phase 4)</p> <ul style="list-style-type: none"> <li>Read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals</li> <li>Recognize the author’s purpose, for example, to inform, entertain, persuade, instruct</li> <li>Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories</li> <li>As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials</li> <li>Identify relevant, reliable and useful information and decide on appropriate ways to use it</li> <li>Access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</li> </ul> <p><b>Writing</b> (Phase 4)</p> <ul style="list-style-type: none"> <li>Write independently and with confidence, demonstrating a personal voice as a writer</li> <li>Write for a range of purposes and audiences, both creative and informative, using different types of structures and styles according to the purpose of the writing</li> <li>Reread, edit and revise to improve their own writing, for example, content, language, organization</li> <li>Check punctuation, variety of sentence starters, spelling, presentation</li> </ul>	

		<ul style="list-style-type: none"> <li>• Use a range of strategies to record words/ideas of increasing complexity</li> <li>• <u>Work independently</u>, to produce written work that is legible and well-presented, written either by hand or in digital format.</li> </ul>
<b>Mathematics</b>	Shape and space	Phase 3 constructing meaning: - mapping, coordinates, directions; understand that directions for location can be represented by coordinates on a grid. Phase 3 transferring meaning: -analyse angles by comparing and describing rotations: whole, half, quarter turn. NSEW on a compass
	Measurement	Phase 3 constructing meaning: -understand an angle as a measure of rotation
	Year long	<a href="#">LIS Mathematics Learning Continuum</a> <a href="#">LIS Number Learning Continuum</a>