

January - February		YEAR 5 Who we are
Units of inquiry Who we are <i>An inquiry into the nature of self; beliefs and values</i>		Central Idea: Values and beliefs are both personal and social and can influence our behaviour. Key concepts: connection, perspective, reflection Related concepts: diversity, value, belief Lines of Inquiry: <ul style="list-style-type: none"> • Similarities and differences between values and beliefs • How values and belief systems affect behaviour • How people's beliefs and values inform their perspectives
Approaches to learning (skills)		Research skill: formulating questions Thinking skill: dialectical thought Social skill: respecting others
Learner profile attributes/attitudes		Learner profile attributes: thinkers, open-minded, reflective Attitudes: empathy, respect, tolerance
Social Studies Strand: Social organization and culture		Social Studies skills: <ul style="list-style-type: none"> • Formulate and ask questions about the past, the future, places and society • Identify roles, rights and responsibilities in society • Access the accuracy, validity and possible bias of sources Learning outcomes (Students will be able to): <ul style="list-style-type: none"> • Recognize different aspects of human society, focusing on themselves and others within their own community well as groups of people that are distant in time and place • Understand how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities • Understand the interdependency of systems and their within local and national communities • Gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes • Increase their awareness of how people influence, and are influenced by, places in the environment
The Arts	Responding	Music: <ul style="list-style-type: none"> • Discuss music that relates to values PH3 • Compare aspects of music from different times and places PH3
	Creating	Music: <ul style="list-style-type: none"> • Participate in performing music collectively PH1 • Read and perform simple musical patterns and phrases PH2 • Read and write music using non-traditional notation PH2
Language	Oral Language: Listening and Speaking	Listening and Speaking Conceptual Understanding: Spoken language varies according to the purpose and audience (Phase 4 & 5) <ul style="list-style-type: none"> • Generate, develop and modify ideas and opinions through discussion PH5 • Argue persuasively and defend a point of view PH4
	Written Language:	Writing Conceptual Understanding: The way we structure and organize our writing helps others to understand and appreciate it (Phase 4)



	<p>Reading and Writing</p>	<ul style="list-style-type: none"> • Write traditional stories to reflect beliefs and values in different cultures • Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood. • Read and analyse different traditional texts from various cultures • Identify the language and organizational features of narratives, particularly traditional stories
	<p>Visual Language: Viewing and Presenting</p>	<p>Viewing and Presenting Conceptual Understanding: To enhance learning we need to be efficient and constructive users of the internet (Phase 4)</p> <ul style="list-style-type: none"> • Discuss their own feelings in response to visual messages, listen to other responses realizing that people react differently PH3
	<p>Year long</p>	<p>Listening & Speaking</p> <ul style="list-style-type: none"> • Listen appreciatively and responsively, presenting their own point of view and respecting the views of others (Ph4) • Participate appropriately as listener and speaker in discussions, conversations, debates and group presentations (Ph5) • 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) • Understand the ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations(Ph4) • Argue persuasively and defend a point of view (Ph4) • Explain and discuss their own writing with peers and adults (Ph4) • Begin to paraphrase and summarize (Ph4) • Organize thoughts and feelings before speaking (Ph4) • Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context (Ph4). • Realize that grammatical structures can be irregular and begin to use them appropriately and consistently (Ph4) • Use oral language appropriately, confidently and with increasing accuracy (Ph4) • Verbalize their thinking and explain their reasoning(Ph4). <p>Viewing and Presenting</p> <ul style="list-style-type: none"> • View, respond to and describe visual information communicating understanding in oral, written and visual form (Ph4) • Discuss their own feelings in response to visual messages, listen to other responses realizing that people react differently (Ph3) • Realize that visual information reflects and contributes to the understanding of context (Ph3) • 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). • Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood (Ph5). • Spoken language varies according to the purpose and audience (Ph3). <p>Reading (Phase 4)</p> <ul style="list-style-type: none"> • Read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • Recognize the author’s purpose, for example, to inform, entertain, persuade, instruct • Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories <ul style="list-style-type: none"> • 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 <p>Writing (Phase 4)</p> <ul style="list-style-type: none"> • Write independently and with confidence, demonstrating a personal voice as a writer • 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

		<ul style="list-style-type: none"> • Reread, edit and revise to improve their own writing, for example, content, language, organization • Check punctuation, variety of sentence starters, spelling, presentation • Use a range of strategies to record words/ideas of increasing complexity • Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.
Mathematics	Number	<ul style="list-style-type: none"> • Use the language of multiplication and division (factor, prime, multiple, product, quotient, prime, composite numbers) PH3 • model multiplication and division of whole numbers PH3 • Multiplication and division facts (fact families) PH3 • Describe mental and written strategies for multiplication and division PH3
	Year long	LIS Mathematics Learning Continuum LIS Number Learning Continuum
PSPE	Identity	<ul style="list-style-type: none"> • A person's identity evolves as a result of many cultural influences (Phase 3) • Understanding ourselves helps us to understand and empathize with others (Phase 3) • Stereotyping or prejudging can lead to misconceptions and conflict. (PH 4)