

2019-20 Grade Five Semester One	W1 Aug. 12-16	W2 Aug. 19-23	W3 Aug. 26- 30	W4 Sept. 2-6	W5 Sept. 9- 13	W6 Sept. 16- 20	W7 Sept. 23- 27	Break Sept. 30-Oct. 4	W8 Oct. 7- 11	W9 Oct. 14- 18	W10 Oct. 21- 25	W11 Oct. 28- Nov. 1	W12 Nov. 4-8	W13 Nov. 11- 15	W14	W15 Nov. 25- 29	W16 Dec. 2-6	W17 Dec. 9- 13	Break Dec. 16- Jan. 3	
Theme	Who We Are				How We Organise Ourselves				Where We Are in Place and Time						How We Express Ourselves					
Unit of Inquiry	<p><b>Central Idea:</b> During puberty there are changes that affect us physically and emotionally.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The physical changes that occur during puberty (Form/Function/Change)</li> <li>The emotional changes that may occur as a result of these physical change (Form/Function/Change)</li> <li>Ways of managing changes (Form)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> INQUIRER, OPEN-MINDED</p>				<p><b>Central Idea:</b> Collaboration builds strong teams.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The ways we can structure teams (Function)</li> <li>The connection between personal behaviour and the well-being of a team (Connection)</li> <li>Personal responsibilities towards building and maintaining effective teams (Responsibility)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> PRINCIPLED, OPEN-MINDED</p>				<p><b>Central Idea:</b> Our understanding of the past is shaped by a variety of sources.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How we know about the past (Form)</li> <li>The connection between personal histories and world events (Connection)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> INQUIRERS, COMMUNICATORS</p>						<p><b>Central Idea:</b> Behaviour is influenced by beliefs.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Where our beliefs and values come from (Connection, Perspective)</li> <li>How people express their beliefs/values through their actions (Causation, Perspective)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> OPEN-MINDED, BALANCED</p>					
Language Arts	<p><b>Writing:</b> Launching writing; 'Capture the moment' pre-assessment Poetry writing</p> <p><b>Reading:</b> Launching reading</p> <p><b>Speaking &amp; Listening:</b> role play; active listening skills</p> <p><b>Viewing &amp; Presenting:</b> viewing and presenting group challenges</p>				<p><b>Writing:</b> Biographies/diaries/journals/recounts/perspective writing/compare &amp; contrast</p> <p><b>Reading:</b> Fab 4/CAFE cont.d; Biographies/historical novels &amp; stories/diaries; research skills</p> <p><b>Speaking &amp; Listening:</b> present family stories</p> <p><b>Viewing &amp; Presenting:</b> viewing and presenting family stories *Historical Fiction Reading (Rebel Girl) and Writing</p>						<p><b>Writing:</b> Narrative writing (different points of view); explanation texts; research skills</p> <p><b>Reading:</b> Informational Text</p> <p><b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions</p> <p><b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>									
Math	<p><b>Number:</b> There is a range of addition, subtraction, multiplication and division strategies that can be used in problem solving.</p> <p><b>Algebra:</b> Patterns can often be generalized using algebraic expressions and equations.</p> <p><b>Geometry:</b> Geometric tools and methods can be used to solve problems relating to shape and space.</p> <p><b>Skills:</b> Number, Geometry, Measurement, Algebra, Statistics and Probability</p> <p><b>Focus:</b> Building Habits of a Good Mathematician through Knowledge &amp; Understanding, Pattern, Communication and Problems Solving Skills. Ongoing: Pattern &amp; Function</p>				<p><b>Number:</b> There is a range of addition, subtraction, multiplication and division strategies that can be used in problem solving.</p> <p><b>Algebra:</b> Patterns can often be generalized using algebraic expressions and equations.</p> <p><b>Skills:</b> comparing, ordering, converting, adding and subtracting fractions and decimals</p> <p><b>Unit Links:</b> ???</p>						<p><b>Geomerty:</b> Geometric tools and methods can be used to solve problems relating to shape and space.</p> <p><b>Measurement:</b> A range of procedures exists to measure the attributes of objects and events.</p> <p><b>Skills:</b> 2D, 3D shapes, transformations, angle, length, area, perimeter, grids, coordinates</p> <p><b>Unit Links:</b> data handling</p>									
Mandarin Phases 1&2	<p>Introduction of yourselves. Greeting language. Courtesy language in Chinese The vocabulary related to puberty. Expressing their feelings. Polite Language Speaking &amp; listening : role play</p>				<p>Speaking &amp; listening: recite the unit related words and expressions, simple sentences, ask and answer simple questions. Reading: unit related words Writing: radicals and simple key words. Learning Mandarin</p>						<p>Family. Country. Transpotations. Vocabulary and simple sentences related to travel, well known sites in China</p>					<p>The vocabulary related to festivals Speaking &amp; listening: Chinese beliefs, customs and traditions</p>				
Mandarin Phases 3&4	<p>The vocabulary and sentences related to puberty. Expressing their feelings, seeking help Reading: simple sentences</p>				<p>Speaking &amp; listening: interview people about collaboration and team building; role play; Reading: unit related words/expressions, sentences and short paragraphs. Writing: unite related words and expressions.</p>						<p>Oral language of asking directions, buying tickets; Chinese well known sites. Site visiting. Invitations Vocabulary of procedure. Past and resent tense. Questioning</p>					<p>Vocabulary and expressions related to festivals and beliefs. Read related articles. Writing: Script for play.</p>				

Mandarin Phases 5-6	Health related Fitness. During puberty there are changes that affect us physically and emotionally that are out of our control. Exercise is a way that we can be responsible for the changes in our body. 小学华文第一单元 小学语文部编办统编教材第一第二单元	Speaking & listening: interview people about collaboration and team building; role play; Reading: Explanation texts Writing: short articles 小学华文第二单元 小学语文部编办统编教材第二第三单元	Vocabulary and expressions related to texts. Historical stories about China. The structure of narrative writing. Adventure story writing. Request for help. Ordering 小学华文第三单元 小学语文部编办统编教材第三第四单元	Vocabulary and expressions related to festivals and beliefs. Read related articles. Writing: Script for play. 小学华文第四单元 小学语文部编办统编教材第四第五单元
Personal, Social & Emotional Growth	Second STEP Program Unit 1: Empathy and Skills for Learning		Second STEP Program: Bullying Prevention Unit.	Second STEP Program Unit 2: Emotion Management
Child Protection	Right to Be Safe: Students explore their own safety and situations that might be scary, fun, unsafe or a combination of these. Students consider strategies to identify and assess risks and what to do to minimize risk. Emergencies are explored in the context of both general and personal emergencies. Strong focus is placed on online safety.		Relationships: Students gain an understanding that everyone has power; how and when people use their power is up to them. If someone chooses to use power in a way that does not respect the rights of others, it is an abuse of power. Bullying as a form of abuse of power, together with the concepts of tricks, bribes and pressure, are explored.	Relationships Continued.
Swimming	Review of water safety practices & skills through the eyes of a developing adolescent – (Puberty unit)	Exploring & developing movement skills in the major swim strokes ONE	Survival, movement & safety in a water based environment	NO PROGRAM
Performing Arts	Learner Profile	Sources of Inspiration		Grade 2-5 Primary School Production
Design	Introduction to Design	Speed and Power: Lego Kits		
Digital Citizenship	<ul style="list-style-type: none"> <li>create strong passwords and employ systems surrounding security.</li> </ul>	explain what and why information should and should not be shared online, especially concerning security or safety.	<ul style="list-style-type: none"> <li>identify and create APA style citation for multiple source types.</li> <li>employ adaptive searches using keywords and Booleans and examining results.</li> <li>illustrate and use keywords in a search online or offline.</li> <li>recognize and classify features of a website or app.</li> <li>empathize, explain, and create appropriate responses to be an “up-stander” in a negative situation.</li> <li>explain how to respond to personal queries or requests from people online.</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between harmless and harmful communication and acts online and offline.</li> </ul>

Semester 2	W18 Jan. 6-10	W19 Jan. 13-17	W20 Jan. 20-23	CNY Break Jan.24-Feb. 7	W21 Feb. 10-14	W22 Feb. 17-21	W23 Feb. 24-28	W24 Mar. 2-6	W25 Mar.9-13	W26 Mar 16-20	W27 Mar 23-27	W28 Mar. 30-Apr. 3	Break Apr. 6-10	W29 Apr 13-17	W30 Apr 20-24	W31 Apr 27-30	W32 May 4-8	W33 May 11-15	W34 May 18-22	W35 May 25 -29	W36 Jun. 1-5	W37 Jun. 8-12	W38 Jun .15-19
Theme	How We Express Ourselves				How the World Works				Sharing the Planet								Who We Are						
Unit of Inquiry	<p><b>Central Idea:</b> Behaviour is influenced by beliefs.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Where our beliefs and values come from (Connection, Perspective)</li> <li>How people express their beliefs/values through their actions (Causation, Perspective)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> OPEN-MINDED, BALANCED</p>				<p><b>Central Idea:</b> Scientists use the scientific method to justify claims about how things work.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How the scientific method is used to test a hypothesis and ask further questions (Form, Function)</li> <li>How variables are controlled when conducting a fair test (Form, Function)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> INQUIRERS, THINKERS, REFLECTIVE</p>				<p><b>Exhibition</b></p>								<p><b>Central Idea:</b> During puberty there are changes that affect us physically and emotionally.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The physical changes that occur during puberty (Form/Function/Change)</li> <li>The emotional changes that may occur as a result of these physical change (Form/Function/Change)</li> <li>Ways of managing these changes (Form)</li> </ul> <p><b>LEARNER PROFILE LINKS:</b> INQUIRER, OPEN-MINDED</p>						
Language Arts	<p><b>Writing:</b> Narrative writing (different points of view); explanation texts; research skills</p> <p><b>Reading:</b> Informational Text</p> <p><b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions</p> <p><b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>				<p><b>Writing:</b> Writing like a Scientist</p> <p><b>Reading:</b> non-fiction, scientific method, procedural text</p> <p><b>Speaking and Listening</b> - ongoing throughout the year - presenting work to peers and parents, sharing with a partner, participating in paired, small group and whole class discussions</p> <p><b>Viewing and Presenting</b> - ongoing throughout year, exhibitions for parents, presenting work to classmates, presenting work in corridor and display boards.</p>				<p><b>Writing:</b> Persuasive Writing</p> <p><b>Reading:</b> persuasive; explanation; reports, interviews, letter writing</p> <p><b>Speaking &amp; Listening:</b></p> <p><b>Viewing &amp; Presenting:</b> Informational conversations</p>								<ul style="list-style-type: none"> <li>Writing focus: letter writing</li> <li>Speaking &amp; listening focus: engage effectively in a range of collaborative discussions,</li> <li>Listening &amp; Speaking: summarizing</li> <li>Viewing &amp; Presenting: viewing a variety of media for information</li> </ul>						
Math	<p><b>Geometry:</b> Geometric tools and methods can be used to solve problems relating to shape &amp;space.</p> <p><b>Measurement:</b> A range of procedures exists to measure the attributes of objects and events.</p> <p><b>Skills:</b> 2D, 3D shapes, transformations, angle, length, area, perimeter, length, grids, coordinates, transformation</p> <p><b>Unit Links:</b> Data Handling</p>				<p><b>Statistics &amp; Probability:</b> Data can be presented effectively for valid interpretation and communication.</p> <p><b>Skills:</b> collecting, organizing, interpreting and presenting data</p>				<p><b>Number:</b> There is a range of addition, subtraction, multiplication and division strategies that can be used in problem solving.</p> <p><b>Algebra:</b> Exponential notation is a powerful way to express repeated products of the same number.</p> <p><b>Skills:</b> addition, subtraction, multiplication and division problem solving, fraction multiplication and division</p> <p><b>Unit Links:</b> data handling, measurement, time</p>														
Mandarin Phases 1&2	The vocabulary related to festivals. Food & Drink. Families speaking & listening: Chinese beliefs, customs and traditions				The vocabulary and simple sentences related to this unit. Families: The relationships of family memmers. Hobbies				During the Exhibition, students are expected to be able to develop and apply skills of selecting and publishing writing in different genres.								The vocabulary related to puberty Expressing their feelings Persuasive Speaking & listening : role play						
Mandarin Phases 3&4	The vocabulary related to festivals. The reasons for celebrations. Gifting The practices of celebrating specific				The vocabulary and sentences related to this unit. Schedule. Digital Citizenship. Request for Help				During the Exhibition, students are expected to be able to develop and apply skills of selecting and publishing writing in different genres.								The vocabulary and sentences related to puberty. Expressing their feelings, Persuasive,						

	festivals.	Oral: Investigation reports Read short text and answer questions		seeking help.	
Mandarin Phases 5&6	Vocabulary and expressions related to festivals and beliefs. Read related articles. Writing: Script for play.	The vocabulary and expressions related to this unit. Read related articles. Viewing & Presenting: Investigation reports. 小学华文第五单元 小学语文部编办统编教材第五第六单元	During the Exhibition, students are expected to be able to develop and apply skills of selecting and publishing writing in different genres. 小学华文第六单元 小学语文部编办统编教材第六第七单元		Health related Fitness. During puberty there are changes that affect us physically and emotionally that are out of our control. Exercise is a way that we can be responsible for the changes in our body. Writing: Personal journals.
Personal, Social & Emotional Growth	Second STEP Program Unit 2: Emotion Management	Second STEP Program Unit 3: Problem Solving	Second STEP Program Unit 3: Problem Solving		
Child Protection	Recognizing and Reporting Abuse: Forms of Abuse	Students learn strategies to remain safe in the digital and online world. They learn about media classifications of video media and computer games and explore the use of photographs and images. Explicitly covered are issues of someone taking photographs of students and when it is not OK to do so.	Trusted networks are reviewed. The students' trusted network includes people they trust but can also include people in the community such as a the police or a security guard. Persistence is reinforced so students understand that they need to keep telling until someone listens and takes action.		
Swimming	NO PROGRAM	Exploring & developing movement skills in the major swim strokes TWO	Exploring & developing movement skills in the major swim strokes TWO	Water games, movement & safety	Celebration of learnt skills
Performing Arts	Grade 2-5 Primary School Production	Integrated Unit - Exhibition			
Design	Choose Your Own Design: Self-selected Design units		Play to Learn: Coding and Game Design		
Digital Citizenship	<ul style="list-style-type: none"> <li>distinguish between harmless and harmful communication and acts online and offline.</li> </ul>	<ul style="list-style-type: none"> <li>ON-GOING resolve digital issues. (As per needed)</li> </ul>			<ul style="list-style-type: none"> <li>describe and evaluate gender issues.</li> </ul>