

Unit of Enquiry 1



September 2018

UOI Topic : “Ch – Ch - Changes”

Important notices

Bring Your Own Device (BYOD)

Students in Year 5 have the opportunity to bring their own laptop to school as part of the BYOD program at Etonhouse.

A letter about this has gone home, including a student declaration that all students and parents need to sign and return to school if they wish to be part of the BYOD program.

Once this form has been returned, students can start to bring their laptop to school. Please remember the following points about BYOD.

- Students need to bring their laptop fully charged
- Laptops need to have Microsoft Office and a Web Browser installed
- Laptops need to be brought to school in a protective case

You can contact Mr Ken for more details about BYOD at Etonhouse on ken.brady@etonhouse.com.cn



Central Idea

Changes people experience influences their evolving sense of identity

Lines of Inquiry:

- Changes in self
- Relationships as a result of these changes
- Strategies to successfully navigate changes

Key Concepts: Causation, Perspective, Reflection

Selected Learner Profiles: Reflective, Balanced, Risk-takers (Courageous)

Attitudes: Enthusiasm, Curiosity, Independence

English

In English ...The children will be learning to use powerful vocabulary to describe a familiar or imaginary creature, object, place or event using adjectives and adverbs from a vocabulary bank. They will extend their knowledge of story writing and learn how to effectively engage their readers. This includes examination of the following:

- Different ways to begin a story.
- Using similes and metaphors.
- Using varied and complex sentence structures.
- Using powerful and varied vocabulary.
- Using their 5 senses to describe.

Mathematics

Linked to our inquiry topic, learners have inquired into mathematical models for understanding Change during this first Unit of Inquiry. Our focus has been on learning how to calculate central measures of tendency: Mean, Median and Mode and how we can use these measures to understand performance. This represents a considerable development from conventional mathematical operations in which we use, for instance, addition or division to solve a number problem. Now we are using the results of such operations to reason about what observed changes in Mean, Median and Mode tell us about performance. In our second Unit of Inquiry our focus will be on the important topic of Measurement with an emphasis on how we measure angles.

In the Library...

In the library we have been having lots of fun! Each PYP group has been listening to various stories about how to be a good friend, or how to deal with our feelings.

Some stories have been interactive where students have verbally responded to questions and others have been surprise fairy tales. All students have been borrowing books to take to their classroom or home.

Students have also enjoyed the new library layout and students have been very well behaved in the hope of being chosen to sit in our new 'egg chairs'.

Ms Anita



Welcome to Etonhouse

Ms Janis has arrived to take over as the PYP5 Homeroom teacher. She comes originally from Canada, and has been teaching most recently in Shanghai.

UOI — Change

In this past unit, Year 5 students studied the concept of “change” thoroughly! We shared observations concerning change as people age, as our experiences change our perception and as change occurs around us in our environment. We also studied change of the Earth over time and how this affects us as humans. To conclude our lessons we watched a part of the film “UP”! The students observed change and how they could see change in a different perspective as the changes in the film were presented to us on screen. Several stops were made during the film to check student understanding and relationship to classroom activities with concepts such as humans aging; technologic changes and/or advancements; and how perception can be changed by experiences and knowledge.

PE

This unit in PE we have focused on Balance. A foundation skill in PE is always maintaining control of your body, and understand where your body is in relation to the environment. Coordination movement of your whole body starts with foot positioning and the confidence that comes from having developed a strong sense of balance.

Students have engaged in a wide range of activities aimed at improving their balance and foot coordination, with the goal of using this improved awareness to better to improve their skill progression in a range of sporting disciplines.



Music

During the first unit, students have shown progress in rhythmic patterns of songs and were able to showcase what they learned from the class in school assembly.

In unit 2, Students will be having lessons in chords playing, simple melody using chords as their background and will be having ensemble playing and singing in the class. The main purpose of this unit is to get them familiar with chords progression.

Mandarin

For Foundation students we are going to learn the unit “who we are”. In the unit, students will inquire into beliefs and values influencing people’s behaviour. We will focus on religions around the world, especially in China. Students will learn related key words:

信仰belief, 宗教religion, 佛教Buddhism, 道教Taoism, 基督教Christianity, 伊斯兰教

Islam, 朝拜worship, 寺庙temple, 教堂church.

Art

Throughout Unit 1 the students have been working hard to learn and maintain the routines in the Art Room. During unit 1 the students have been working hard to develop their knowledge of the trans-disciplinary theme ‘Sharing the Planet’. The students have had a strong focus on learning about how technology can be used to help protect the biodiversity of our planet. The students chose their own technology to focus on, and then they have created a ‘message through Art’ to prove how it can help protect our Biodiversity.

These artworks will be on display very soon.



Design

Year 5 have been looking at the different forms of communication that humans have used over time. They have been investigating how this communication has changed and evolved, and how older forms of communication like rock art and hieroglyphics were an analogue method, whilst modern forms of communication are mainly digital. We will be continuing along this theme during Term 2, with students able to bring their own laptop to class to extend their learning.