Maronite College

of the Holy Family

Grade Curriculum Notes: Year Five



2017

***Teaching Staff***

***Grade: Year 5***

***Grade Teachers : Mrs Hill and Mrs Guinan***

***Miss Francis***

***Mrs Sadek***

***Miss Loulach***

***Stage 3 Coordinator: Miss Azzi***

***EAL/D, Integration Teachers: Mrs Delia and***

***Ms Pamboukian***

***Miss Azzi***

***Ms Achmar***

***Arabic Teachers: Mrs Sassine***

***Mrs Zaiter***

***Mrs Chalhoub***

***Mrs Farah***

***Learning Centre Teacher: Miss Roumanus* Curriculum Notes**

Homework:

Your Child should be spending 60 minutes on homework each night.

* + - * Spelling- children to revise their words each night.
      * Students will receive a worksheet to complete based on the topics being studied.
      * Reading - Your child should be reading every night for at least 25 minutes.
      * Revision and studying of class work.
      * Arabic homework

Perfect homework reward: These rewards will be negotiated with the students by the class teacher.

Key Learning Areas

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| KLA | Outcome Description | Unit Outline |
| **English** | **EN3-1A** - communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.  **EN3-2A** – composes edits and presents well-structured and coherent texts.  **EN2-4A**- uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies  **EN3-3A –** uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.  **EN3-4A** - draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.  **EN3-5B -** discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.  **EN3-6B** - uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies  **EN3-7C** - thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts  **EN3-8D** - identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.  **EN3-9E** recognises, reflects on and assesses their strengths as a learner | **Speaking and Listening**  Students will be expected to participate in a range of activities that focus on developing their skills and confidence in Talking and Listening.  The various activities will include role plays, class debates, class discussions, oral speeches and listening activities integrated with HSIE, Religion and Health. Students explain how answers are obtained in Mathematics.  Students are encouraged to listen attentively at all times.  **Writing**  Students will read, discuss, deconstruct and write Advertisements/Posters (Persuasive Texts) and journal entries.  Students will be expected to write an advertisement about the novel ‘Hating Alison Ashley’ and journal entries based on the events and experiences of the main characters.  This will also involve extensive research in the library, at school and at home. Students will be encouraged to use a range of research skills and resources including the internet.  **Grammar and Punctuation:**  Students will be improving and developing their grammar and punctuation skills weekly through explanation and discussion of grammar and punctuation rules.  The Grammar and Punctuation concepts taught this term include use of figurative language, investigating first, second and third person and use of heading, subheading and summarization.  **Spelling:**  Students will receive a new spelling list at the beginning of each week and will be tested on Thursday. Each student will have their own set quota. The Spelling words will be based on the Year 5 core spelling list as well as words which are related to topics the students are currently studying. They will move up a quota after achieving full marks over two consecutive weeks.  **Shared Reading/Viewing**  Shared Reading involves the students reading as a class and discussing the texts. Students respond to the texts by completing Shared Reading activities that focus on structure, grammar, punctuation and comprehension. The Shared Reading resources include Hating Alison Ashley by Robin Klein. Students will also be looking at visual and multimodal resources about War on Waste. They will look at various informative texts about the production and effect of waste on the environment.  **ICT**  ICT skills will be integrated throughout teaching and learning programs. Students will have access to the Primary Lab as well as iPads and laptops in classrooms in order to meet their learning needs.  **Reading Groups**  Students will participate in reading groups three times a week for forty minutes. Reading books are based on the students’ individual reading levels and involve a range of comprehension activities based on the text. They are also expected to read at home every night. |
| **Mathematics** | **Number and Algebra**  **MA3-5NA**  selects and applies appropriate strategies for addition and subtraction with counting numbers of any size  **MA3-7NA**  compares, orders and calculates with fractions, decimals and percentages  **MA3-6NA**  selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation  **MA3-8NA**  analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane  **Measurement & Geometry**  **MA3-1WM**  describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.  **MA-2WM**  selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations  **MA3-3WM**  gives a valid reason for supporting one possible solution over another  **MA3-10MG**  selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles  **Working Mathematically**  **WMS3.1** Asks questions that could be explored  **WMS3.2** Selects and applies appropriate problem solving strategies including technological applications  **WMS3.3** Describes and represents a mathematical situation in a variety of ways  **WMS3.4** Gives a valid reason for supporting one possible solution over another  **WMS3.5** Links mathematical ideas and makes connections with, and generalisations about, existing knowledge and understanding  **Working Mathematically outcomes are incorporated throughout all content in Mathematics** | **Multiplication and Division**  Students will multiply and divide whole numbers with focus on regrouping, remainders, inverse operations and multistep word problems.  **Fractions and Decimals**  This unit covers a range of skills from identifying fractions and converting fractions to decimals or percentages. There are also games involving the conversion of fractions into decimals.  **Area**  Students will analyse, explore, draw and convert the units of measurement and find the area of given areas using algorithms.  **Mass**  Students will investigate the mass of various objects using the units, grams (g), kilograms (kg) and tonnes (t)).  **Working Mathematically**  Problem Solving activities will be carried out throughout the week. |
| **Religion**  Studies in Religion are based on Christianity and in particular the Maronite faith. | **JESUS**  demonstrate an understanding and appreciation of Jesus present in the sacramental life of the Church and who sends us the Holy Spirit to enliven and guide us.  **CHRISTIAN LIFE**  demonstrate an understanding and appreciation of Christian life as living in accord with God’s commandments  **PRAYER**  demonstrate an understanding and appreciation of prayer as having many different forms, and as being intrinsic to the Mass and the celebration of the liturgical year.  **GOD**  demonstrate an understanding and appreciation of the Blessed Trinity gifting us and calling us to share in the work of protecting and renewing all of creation.  **SCRIPTURE**  demonstrate an understanding and appreciation of the nature of the Scriptures and how Scripture can be applied to their lives and to contemporary issues. | Students will explore the call to live as Jesus teaches us in loving service of others.  **Living the Message of Jesus**   * List the qualities of Jesus Christ * Identify people in the community who live like Jesus Christ. * Issues of justice and injustice * Analyse the song “Heal the World” by Michael Jackson - to help develop the concept of the Christians’ responsibility to love and serve.   **Christmas**   * Discuss the meaning and relevance of Christmas * Christmas symbols   Throughout the term, the students will read, study, discuss and use role play to highlight these significant religious feast days in the church calendar.    **Feast Days**   * The Epiphany * The Faithful Departed - 2nd October * Feast of the Rosary – First Sunday in November * Annunciation – 25th November   Advent |
| **Geography** | **GE3-1**  describes the diverse features and characteristics of places and environments  **GE3-2**  Explains interactions and connections between people, places and environments  **GE3-3**  Compares and contrasts influences on the management of places and environments  **GE3-4**  acquires, processes and communicates geographical information using geographical tools for inquiry | **Week 1-4 : Factors that Shape Places**  ***Bushfire Hazards***  Students will be able to explain the causes, effects and significance of fire damage on the community and how they can respond.  ***The Great Barrier Reef***  Students will explore the sustainability of the Great Barrier Reef. They will explore ways in which humans can reduce current issues of the Greater Barrier Reef due to human impact.  **Week 5-6:** **Investigating the Interconnections between People and Environments**  **-*Torres Strait Islander***  Students will investigate Torres Strait Islander people used and cared for the land in the past, and the continuing relationship they still have with it.  **Week 7-9 Week Environments Shape Places**  -***Climate and Weather***  Students will investigate the differences between weather and climate. |
| **Personal Development, Health & Physical Education** | SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.  DMS3.2: Makes informed decisions and accepts responsibility for consequences.  V2 Respects the right of others to hold different values and attitudes from their own.  V4 Increasingly accepts responsibility for personal and community health. | **Safe Living**  The students will engage in activities related to home and rural safety as well as road safety. They will look at the different ways to be a safe and unsafe passenger and pedestrian, as well as identify hazardous situations in their homes.  **Physical Education – Softball**  Students will participate in modified Softball, focusing on non-locomotors, locomotors and manipulative skills. |
| **Creative Arts** | **VAS3.1**  Investigates subject matter in an attempt to represent likenesses of things in the world  **VAS3.2**  Makes artworks for different audiences, assembling materials in a variety of ways.  **VAS3.3**  Acknowledges that audiences respond in different ways to artworks and that they are different opinions about the value of artworks.  **DRAS3.3**  Devises, acts and rehearses drama for performance to an audience.  **DAS3.1**  Performs and interprets advances from particular contexts using a wide range of movement skills and appropriate expressive qualities. | Students create a Visual story and charcoal drawing based on bushfires. Students also create a caricature using charcoal.  Drama is integrated with PD/H where students are to create a script and perform safe and unsafe situations.  Music is covered through comparing elements of two Christmas carols.  Students look at images associated with Christmas and create a Christmas card and Christmas star decoration. |