

Maronite College of the Holy Family

Grade Curriculum Notes: Year Five



2018

Teaching Staff

Grade:

Year 5

Grade Teachers:

Mrs Hill and Mrs Delia

Miss Francis

Mrs Dagher

Miss Loulach

Stage 3 Coordinator:

Miss Azzi

EAL/D, Integration Teachers: Mrs Emma Nemer

Mrs Marlene Achmar

Ms Elizabeth Talarico

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 worksheets 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

Key Learning Areas

	Term 1 - 4
English	<p>The Key Learning Area of English is divided into Reading and Viewing, Writing and Representing, Speaking and Listening, Spelling, Responding and Composing, Grammar, Punctuation and Vocabulary, Thinking Imaginatively, Creatively, Interpretatively and Critically, Expressing Themselves and Reflecting on Learning. It is envisaged that the Year 5 program will assist in the development of the student becoming more proficient in these areas.</p> <p>Reading and Viewing: Reading occurs in all Key Learning Areas. During reading lessons students will develop skills, strategies and knowledge to read, view and comprehend a wide range of texts. This will be completed using text from a variety of sources including books, magazines, websites, blogs and other media.</p> <p>Writing and Representing: Each week the students will participate in writing activities. Students will continue to develop all types of texts, as well as improving the students' knowledge of grammar, structure and punctuation.</p> <p>Spelling: Spelling is based on the quota spelling system. Students complete weekly activities and are tested each week.</p> <p>Speaking and Listening: Speaking and Listening activities are integrated across Key Learning Areas of the curriculum. Children are encouraged to listen to instructions and information from peers. This will include oral presentations.</p> <p>Responding and Composing: Students develop, understand and apply knowledge of language forms and features. Students also respond to and compose texts.</p> <p>Grammar, Punctuation and Vocabulary: Students are given a variety of activities related to shared reading texts and are also integrated with all other Key Learning Areas.</p> <p>Thinking Imaginatively, Creatively, Interpretatively and Critically: Students engage personally with the text, develop and apply contextual knowledge, understand and apply knowledge of language forms and features. They also respond to and compose texts.</p> <p>Expressing Themselves: Students identify and considers how different viewpoints of their word, including aspects of culture, are represented in texts.</p> <p>Reflecting on Learning: Students recognise, reflect on and assess their strengths as a learner.</p>

Mathematics	<p>During the year, students in Year 5 will cover the following strands:</p> <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability <p>The process strand of Working Mathematically is integrated into the content of all strands.</p> <p>Students will participate in Mathematics activities for 5 hours per week. Students develop skills and knowledge through a variety of learning activities and technology is used where appropriate. Children will continue to develop an understanding of their time tables and are encouraged to develop numerical fluency so as to instantly recall these facts.</p>
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	Terms 1 - 4
Religion	<p>Studies in Religion are based on Christianity and in particular the Maronite Faith. Children study the Church's Feast Days and important times of the year, as well as studying the Bible and its teachings.</p> <p>The following topics will be studied throughout the year:</p> <ul style="list-style-type: none"> • Parables of Jesus • The Way of the Cross • I Am the Light • The Story of the Christian Church • Christianity • Living the Message of Jesus
History/ Science	<p>Term One: History: The Australian Colonies: Gold in Australia Term Two: Science: Essential Energy Term Three: Science: Living World: Microorganisms Term Four: Geography: Factors that shape places</p> <p>Information Technology will be integrated into all Key Learning Areas of the Curriculum.</p>
Creative Arts	<p>Students will participate in a variety of activities involving Creative Arts. This includes Visual Art, Dance, Drama and Music. Students have the opportunity to express themselves creatively in all areas throughout the year.</p> <p>Music will be integrated into relevant Key Learning Areas of the Curriculum.</p>
PDHPE	<p>Throughout the year, students will be studying the following topics.</p> <p>Term one: Relationships Term two: Human Body / Personal identity Term three: Personal health choices / Nutrition Term four: Safe living: Home and Rural Safety / Personal Identity and Values</p>

Students will work with the following specialist teachers throughout the year:

Learning Centre	5 Rainbow: Wednesday- 1:30-2:30 5 Opal: Wednesday:130-2:30 5 Sapphire: Thursday: 1:30-2:30 5 Ruby: Thursday 1:30-2:30
Arabic	Year 5 Arabic Monday-Thursday 9:40-10:20

Term 1 Overview

Below is a term overview for the work carried out for each subject in Year 5. You will also receive a similar outline at the beginning of Terms 2, 3 and 4.

KLA	Outcome Description	Unit Outline
English	<p>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.</p> <p>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.</p> <p>EN3-7C - thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.</p> <p>EN3-4A - draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p> <p>EN3-1A - communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</p> <p>EN3-5B - discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.</p> <p>EN3-2A – composes edits and presents well-structured and coherent texts.</p> <p>EN3-9E- recognises, reflects on and assesses their strengths as a learner.</p> <p>EN3-8D - identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.</p> <p>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.</p>	<p><u>Speaking and Listening</u></p> <p>Role plays, class debates, class discussions, oral speeches and listening activities integrated with Religion and History.</p> <p>Students will be encouraged to listen attentively at all times in all classes.</p> <p><u>Writing and Representing</u></p> <p>Students will read, deconstruct and write imaginative and persuasive texts focusing on sentence structure, paragraphing and punctuation.</p> <p>All students will be allocated a specific quota up to 30 words to revise each week.</p> <p><u>Reading and Viewing</u></p> <p>Reading resources include The Night We Made the Flag, The Burnt Stick as well as Guided Reading books based on the students' individual reading levels.</p> <p>Students will participate in various reading experiences. Skills and strategies will be developed in various reading lessons using Shared and Guided Reading.</p> <p>Examples of activities include:</p> <ul style="list-style-type: none"> • Comprehension • Story Maps • Vocabulary • Discussions • Grammar and Punctuation • Role Plays <p>Students must also read aloud to their parents.</p>

<p>Mathematics</p>	<p>MA3-1WM- describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions</p> <p>MA3-2WM- selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations</p> <p>MA3-3WM: gives a valid reason for supporting one possible solution over another</p> <p>MA3-4NA orders, reads and represents integers of any size and describes properties of whole numbers</p> <p>MA3-5NA selects and applies appropriate strategies for addition and subtraction with counting numbers of any size</p> <p>MA3-9MG: selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length</p> <p>MA3-15MG manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties</p> <p>MA3-16MG measures and constructs angles, and applies angle relationships to find unknown angles</p>	<p>Working Mathematically is integrated into all strands of Mathematics. Students develop understanding and fluency in Mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.</p> <p>In the strand of Number and Algebra, content will include</p> <p>Whole Number</p> <ul style="list-style-type: none"> - Place Value up to Millions - Ascending and descending order - Expanded Notation - Partitioning - Rounding <p>Addition & Subtraction</p> <ul style="list-style-type: none"> - Budgets - Using technology to add/subtract - Mental strategies - Problem solving <p>In the strand of Measurement and Geometry, content will include</p> <p>Length</p> <ul style="list-style-type: none"> - Measuring, estimating, comparing and ordering length - Perimeter <p>Two Dimensional Shapes</p> <ul style="list-style-type: none"> - Identifying types of triangles - Regular/Irregular shapes - Transformations - Line/Rotational symmetry - Enlargements and reductions <p>Angles</p> <ul style="list-style-type: none"> - Identifying types of angles - Link angles to the new world - Estimating and constructing angles - Finding unknown angles
<p>Religion</p> <p>Studies in Religion are based on Christianity</p>	<p><u>The Parables of Jesus</u></p> <p>35C1-01 Identify examples in features of stories, including parables, which contain a message and/or moral.</p>	<p><u>The Parables of Jesus/ The Way of the Cross</u></p> <p>Students will learn to interpret and apply the parables of Jesus in considering how they can,</p>

<p>and in particular the Maronite faith.</p> <p>The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings</p> <p>The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta.</p>	<p>35C2-02 Explain Jesus 'teaching about the kingdom of God with reference to his parables.</p> <p>35C3-03 Apply the parables to their own lives.</p> <p><u>Lent: Practices and Promises</u></p> <p>24C3-01 Identify and give examples of forms of Lenten penance.</p> <p>24CS-05 Propose ways in which their relationship with God and others can be renewed this Lent through the fulfillment of promises to undertake Lenten practices</p> <p><u>Lent: I Am the Way</u></p> <p>24C4-01 Explain how the celebration of the season of Lent Challenges and invites us to be reconciled with God and others.</p>	<p>with others, work for justice and peace in their world.</p> <p>Students will learn the importance of the Season of Lent leading towards the understanding of the Easter symbols.</p> <p>Students will also focus on the events of Holy Week (Holy Thursday, Good Friday and Easter Sunday).</p>
History	<p>HT3-1 students describe and explain the significance of people, groups, places & events to the development of Australia</p> <p>HT3-2 students describe and explain different experiences of people living in Australia over time</p> <p>HT3-5 students apply a variety of skills of historical inquiry & communication</p> <p>EN3-9E recognises, reflects on and assesses their strengths as a learner</p> <p>HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia</p> <p>HT3-2 describes and explains different experiences of people living in Australia over time</p> <p>HT3-5 applies a variety of skills of historical inquiry and communication</p>	<p>The unit '<i>Gold Fever</i>' provides students with the opportunity to learn about the impact of the Gold Rush, the Eureka Stockade, internal exploration, migration, the advent of rail and the telegraph system on the Australian colonies. Students will explore the reasons for migration to Australia from Europe and Asia and contributions of migrant groups within the colony. The students also investigate the roles of significant individuals or groups in the shaping of our nation; entrepreneurs, artists, writers, political leaders, and Aboriginal and/or Torres Strait Islander peoples.</p> <p>History: The Australian Colonies- Gold in Australia (Learning Centre)</p> <p>Year 5 will investigate into reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. They will research the role that a significant individual played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. They will then compare this information to a migrant from the 21st century.</p>
Science	Science will be covered in Term 2.	

<p>Personal Development, Health & Physical Education</p>	<p><u>Personal Development and Health</u></p> <p>IRS3.11 Describes roles & responsibilities in developing & maintaining positive relationships INS3.3 Acts in ways that enhance the contribution of self & others in a range of cooperative situations COS3.1 Communicates confidently in a variety of situations PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems V2 Respects the right of others to hold different values & attitudes from their own V3 Enjoys a sense of belonging EN3-9E recognises, reflects on and assesses their strengths as a learner</p> <p><u>Physical Education</u></p> <p>GYS3.10: Demonstrates coordinated actions of the body when performing gymnastic sequences. (Outcomes given by Dance Fever) GSS3.8: Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules. MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations V5: willingly participates in regular physical activity.</p>	<p><u>Personal Development and Health</u></p> <p>Students explore interpersonal relationships and develop skills for building positive, responsible relationships. Students develop their understanding of relationships including their rights and responsibilities. They will investigate communication and the ways it can improve their relationships with others.</p> <p>Interpersonal Relationships</p> <ul style="list-style-type: none"> - Violence and Power - Social network - Problem solving <p><u>Physical Education</u></p> <p>Each week, the gymnastics instructors demonstrate the activity at each apparatus at the beginning of the session. The students will participate in a variety of activities involving Parallel Bars, Strength Statics, Local Motion, Vault: Spring, rotation and Landing, Trampoline: Spring Landing, and array of different activities.</p>
<p>Creative Arts</p>	<p>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 there are different opinions about the value of artworks. VAS3.4 Communicates about the ways in which subject matter is represented in artworks. DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities. DAS3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent DAS3.3 Discusses and interprets the relationship between content, meaning and context in their own and others' dances. MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts MUS3.3 Notates and discusses own work and the work of others</p>	<p>-Students will be introduced to the techniques of printing using recycled Styrofoam. -Students will complete a study on artists who create still life paintings, drawings and other forms.</p> <p>-Students will Perform and interpret dances from particular contexts using Non- Locomotor Movements, Isolation of body parts, Movement and music and mirroring. -Students will be Introduced to the musical concepts: Duration, Pitch, Dynamics, Tone, Colour and Structure. Students will incorporate the musical concepts to create their own beat using percussion instruments. Students will be working with improvisation and mime.</p>

	<p>MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles</p> <p>DRAS3.1 Develops a range of in-depth and sustained roles</p> <p>DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms</p> <p>DRAS3.3 Devises, acts and rehearses drama for performance to an audience</p> <p>DRAS3.4 Responds critically to a range of drama works and performance styles</p>	
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