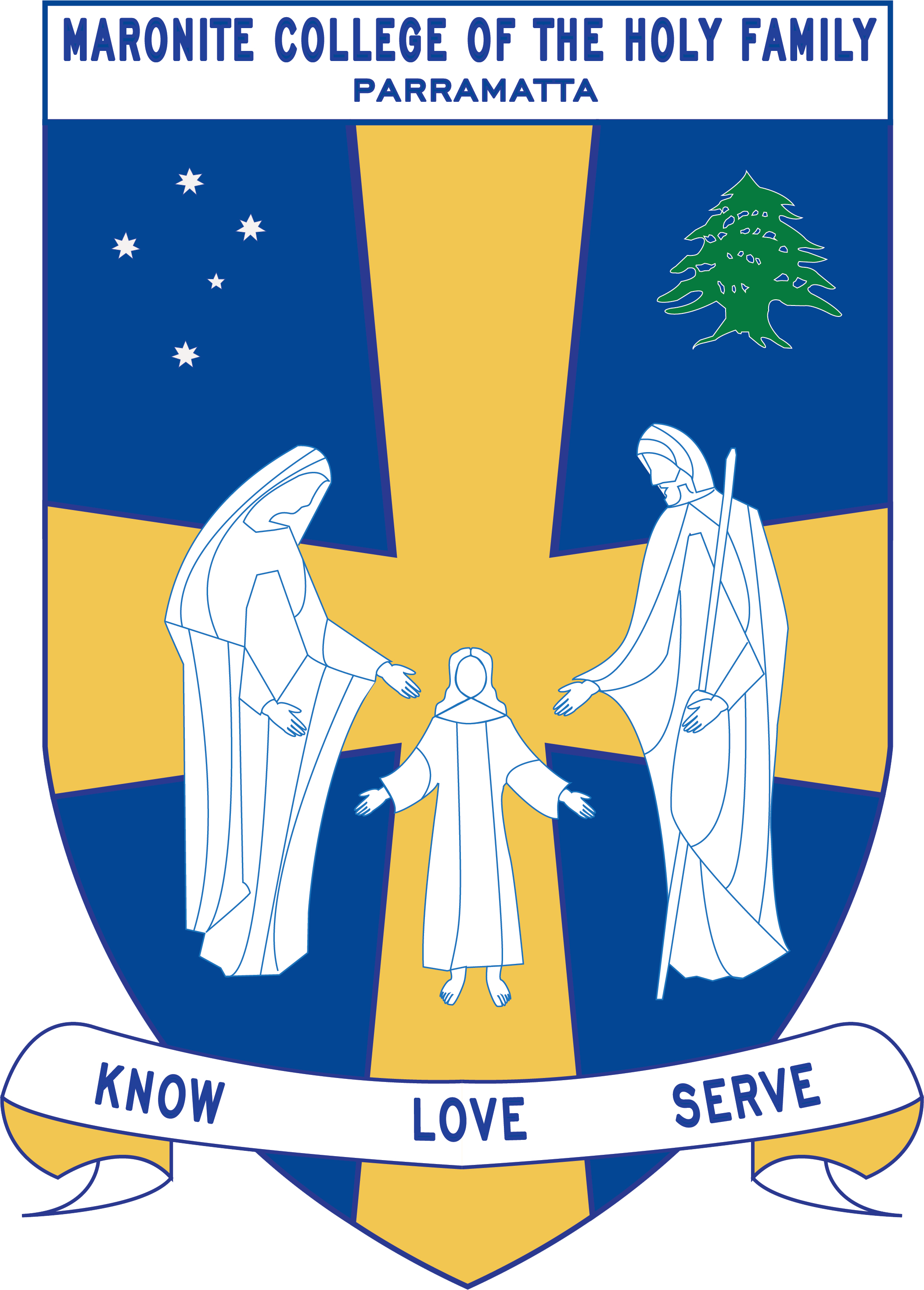
Maronite College of the Holy Family



**Grade Curriculum Notes: Year 5**

**2018**

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| **Grade Teachers** | Mrs. Hill & Mrs Delia  Miss Francis  Mrs Dagher  Miss Loulach |
| **Stage 3 Coordinator** | Miss Azzi |
| **EAL/D/Integration Staff:** | Miss Azzi  Miss Talarico  Mrs Lal |
| **Arabic Teachers** | Mrs Sassine  Mrs Zaiter  Mrs Farah  Mrs Chalhoub |
| **Learning Centre Teacher** | Ms. Roumanus |
| **Learning Support Staff** | Mrs. Nehmer  Mrs. Achmar |

**Teaching Staff**

**Curriculum Notes**

**Homework:**

Your Year 5 child should be spending a minimum of 60 minutes on homework each school night. Students are expected to complete all their set homework each week. Students will record homework tasks in their college diary which must be brought to school with them each day and signed by a parent/guardian at the end of each week.

Homework is accessible via the school intranet using Moodle <https://learn.mchf.nsw.edu.au/login/index.php>

**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.  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 participate in a range of activities that focus on developing their skills and confidence in Speaking and Listening.  The various activities will include role plays, class debates, class discussions, oral speeches and listening activities integrated with Science, Religion and Health. Students learn how to interact with each other and learn how to solve problems in everyday situations.  Students are encouraged to listen attentively at all times.  Writing  Students will read, deconstruct and write persuasive and informative texts (journals and news reports) focusing on sentence structure, paragraphing and punctuation.  Specific quota allocation between 10 and 30 for students to revise each week.  Revision for NAPLAN will take place during the first three weeks.  Reading  Shared Reading resources include;   1. Weeks 1-4 – ‘Caroline Chisholm the Emigrant’s Friend’ by Tania McCartney 2. Weeks 5-7 – Behind The News – Energy 3. Weeks 8-10- Visual Texts – Asian Studies   As well as Guided Reading students read books based on the students’ individual reading level. |
| Mathematics | Number and Algebra  MA3-6NA selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation  MA3-7NA compares, orders and calculates with fractions, decimals and percentages  Measurement and Geometry  MA3-13MG  uses 24-hour time and am and pm notation in real-life situations, and constructs timeline.  MA3-17MG locates & describes position on maps using a grid-reference system.  Statistics and Probability  MA3-13MG  uses 24-hour time and am and pm notation in real-life situations, and constructs timeline.  MA3-18SP  uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables. | Revision for NAPLAN will take place during the first two weeks of the term.  Number and Algebra.  Multiplication   * Long multiplication * Word problems   Division   * Long division * Word problems * Division with remainders   Fractions   * Mixed numerals * Improper fractions * Addition & Subtraction with same and different denominators * Equivalent fractions   Division   * Dividing two digit numbers * Averages * Order of operations   Measurement and Geometry.  Position   * Locating grid references * Creating maps * Using directional language   Time   * 12 Hour clock (am & pm time) * 24 Hour Time * Creating and analysing timetables   Statistics and Probability.  Graphs   * Line graphs * Dot plots * Column graphs * Interpreting graphs through questioning and discussions   The process strand of Working Mathematically is integrated into the content of all strands. 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. |
| Religion | Studies in Religion are based on Christianity and in particular the Maronite faith.  The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings  01, 02, 03, 04 and 05 | The following Units from the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta. will be covered:  Mission of Saint Peter and Saint Paul, Follow Me, the Life and Faith of Christians in the Early Church and Stories of my Parish. They will also look at the life of St Mary Mackillop and visit her tomb stone.  Feast Days   * Ascension Thursday * Trinity Sunday * Pentecost |
| Science | ST3-6PW  Describes how scientific understanding about the sources, transfer and transformation of electricity is related to making decisions about its use.  ST3-4WS  Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations.  ST3-5WT  Plans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints  ST3-6PW  Describes how scientific understanding about the sources, transfer and transformation of electricity is related to making decisions about its use.  *S*T3-4WS  Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations.  ST3-5WT  Plans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints | Between Weeks 1-5 the focus of the Science program will be on Essential Energy. Students will learn about various forms of energy and take part in experiments.  In Weeks 6-10 students will generate questions to explore the properties of light and investigate them through hands on activities. |
| Personal Development, Health & Physical Education | Personal Development and Health  GDS3.9 Explains and demonstrates strategies for dealing with life changes.  V1 Refers to a sense of their own worth and dignity.  V3 Enjoys a sense of belonging  Physical Education  GS83.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.  ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.  V5 Willingly participates in regular physical activity. | Growth and Development  Students will learn about their growth and development and will identify the different influences that media and culture plays on their identity. They will also learn about different organs in the human body and their functions. The students will also look at methods of coping with change and will have personal development talks.    Physical Education  In preparation for the school Athletics Carnival, students will participate in the following:   * Relays * Ball games (i.e. over and under) * Circuits   Cricket  The students will review the skills learnt from Stage 2 and apply these skills to play the game of cricket. |
| Creative Arts | Dance:  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.  Visual Arts:  VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.  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.  Music:  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.  MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.  Drama:  DRAS3.1Develops a range of in-depth and sustained roles.  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  DRAS3.3Devises, acts and rehearses drama for performance to an audience.  DRAS3.4Responds critically to a range of drama works and performance styles. | Creative Arts  Students will participate in a range of Creative Arts, Drama, Dance and Music activities.  Students will sing, play and move to a range of music, demonstrating an awareness of musical concepts. They will explore, create and organise sound in simple structures, using symbol systems to represent sounds. They will respond to a range of music, expressing likes and dislikes and reasons for these choices. |