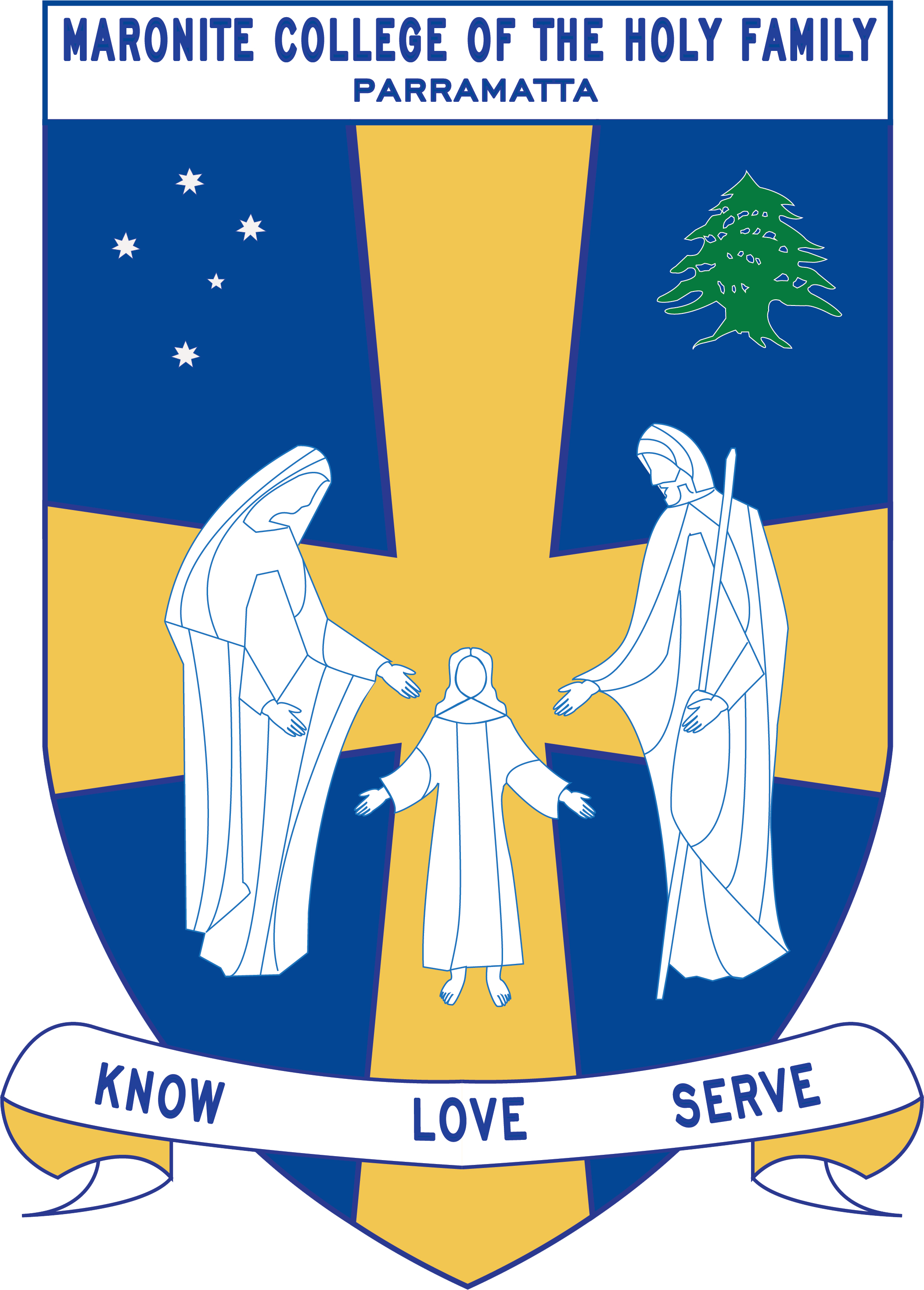
Maronite College of the Holy Family



**Grade Curriculum Notes: Year 5**

**2018**

**Teaching Staff**

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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 |

**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

|  |  |  |
| --- | --- | --- |
| 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 a film review based on the short film ‘The Present’ by Jacob Frey. The students will also look at themes and language techniques in the film and novel ‘Hating Alison Ashley.’  **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 such as picture books and short films.  **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**  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. | Witnessing and proclaiming Jesus throughout the world.  Integrated Units: English  **EN31-A-**Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.  **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  Mary the Mother to be. **35C8B**  The Season of Christmas **36C10**  Season of Christmas and its place within the Church’s liturgical year  **O1, O2, O3, O4** | Sharing Our Story unit name:  Mission, Witnessing and proclaiming Jesus throughout the world.  In this unit students will develop their understanding and appreciation of Christian mission as a sharing in the mission of Jesus (Lk 4:16-22). In studying the witness of Christian missionaries who proclaim the Good News of Jesus, they will be encouraged to consider practical ways in which they can share with others in Jesus’ mission to the poor and the oppressed.  Mary the Mother to be.  In this unit, the students will explore the nature of discipleship as loving service in obedience to God’s will. After considering how mothers respond to the needs of others, students will examine the features of Marys response to the Annunciation.  The Season of Christmas  In this unit, the students will study the solemnities and feasts of the Season of Christmas and its place within the Church’s liturgical year. |
| **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 | Students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future. |
| **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.  **DRAS3.1** Develops 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.  **DRAS3.3** Devises, acts and rehearses drama for performance to an audience.  **DRAS3.4** Responds critically to a range of drama works and performance styles.  **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  **EN3-1A** communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features  **EN3-5B** discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts  **EN3-9E** recognises, reflects on and assesses their strengths as a learner | **DANCE -** In this unit students will focus on the are six elements of dance: Action/Body, Dynamics/Energy, Time, Space, Relationships, structure. Students will engage in a variety of movements and compose their own Dance routines.  **VISUAL ARTS –** Students will examine the impact bushfires have on Australian people, places and environments. They create an artwork using paint and straws to reflect the aftermath of the fires on Australia’s environment.  **DRAMA –** In this unit students will engage in Drama-Literacy lessons linked to the picture book titled Flood by Jackie French and Bruce Whatley  **VISUAL ARTS –** Students will create a Monochromatic Landscape artwork focusing on tints, shades, tones whilst experimenting with paints. |