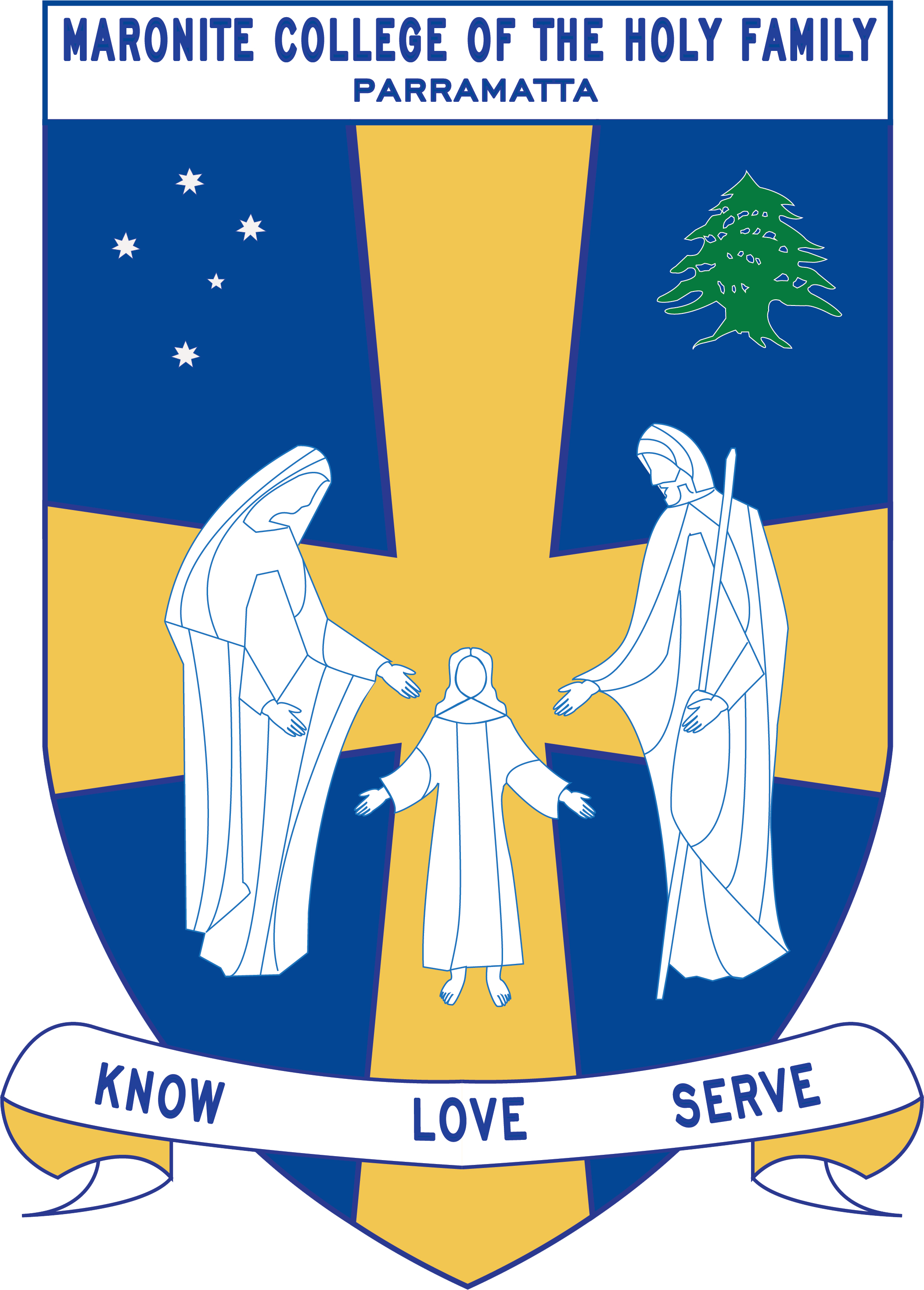
Maronite College of the Holy Family



**Grade Curriculum Notes: Year 5**

**2019 – Term 3**

|  |  |
| --- | --- |
| **Grade Teachers** | Mrs. Hill & Mrs Pamboukian  Mrs Sadek  Mrs Kartabani  Mrs Dasouqi |
| **Stage 3 Coordinator** | Ms Mallia |
| **EAL/D/Integration Staff:** | Miss Talarico |
| **Arabic Teachers** | Mrs Fares  Mrs Zaiter  Mrs Farah  Mrs Chalhoub |
| **Learning Centre Teacher** | Mrs Azzi |
| **Learning Support Staff** | Mrs. Achmar |

**Teaching Staff**

**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

**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.  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 Speaking 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 Imaginative Texts (Poetry), focusing on sentence structure, paragraphing and punctuation.  Students will be expected to write an Informative Text (Information Report) about the Desert. 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 teacher modelling what a good reader does and discussing these characteristics with the students. They will also be 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 Onion Tears by Dianne Kidd. Students will also be looking at visual and multimodal resources about refugees. They will also look at informative texts through interactions with documentaries about the desert.  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 four 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**  MA3-1WM- describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.  MA3-2WM- selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations  MA3-8NAanalyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane.  **Measurement**  MA3-14MG Identifies three dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of given views  MA3-11MG selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities and convert between units of capacity.  **Statistics and Probability**  MA3-19SP conducts chance experiments and assigns probabilities as values between zero and one to describe the outcomes. | Students identify and describe factors and multiples of whole numbers and use them to solve problems. Students determine all ‘factors’ of a given whole number, eg 36 has factors 1,2,3,4,6,9,12,18 & 36. Students determine the ‘highest common factor’ (HCF) of 16 & 24 is 8. Students determine ‘multiples’ of a given whole number, eg multiples of 7 are 7, 14, 21, 28,….Students determine the ‘lowest common multiple’ (LCM) of two whole numbers, eg the LCM of 21 & 63 is 6.  Students will analyse and create geometric and number patterns and construct and complete number sentences.  **Three-Dimensional Shape**  Students classify 3D shapes and describe their features.  **Volume and Capacity**  Students select and use the appropriate unit to estimate, measure and calculate volumes and capacities and convert between units of capacity.  **Chance**  Students will conduct chance experiments and assigns probabilities as values between zero and one to describe the outcomes.  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  The Faith Communities in my local area, Churches and Living the Message of Jesus:  O1, O2, O3, O4 | The Faith Communities in my local area:  \* identify and research selected Christian churches in the local area  \* recall key facts about the beliefs and communal life of the Anglican and Uniting Churches  \* describe similarities and differences between the worship and ministries of the Catholic, Anglican and  Uniting Churches  \* list some of the ways in which Christians seek the unity Jesus prayed for.  Living the Message of Jesus:  \* recognise that we are responsible for the decisions we make and their consequences  \* identify and evaluate the ways in which people influence our decision making  \* interpret and apply Scripture stories which challenge us to live Christian lives  \* appreciate the different ways in which Christians can lead and serve others |
| Geography | **GE3-1:** Describe the diverse features and characteristics of places and environments.  **GE3-2:** Explains interactions and connections between people, places and environments.  **GE3-3:** Compares and contracts influences on the management of places and environments.  **GE3-4:** Acquires, processes and communicates geographical information using geographical tools for enquiry.  **MA3-17MG**: locates and describes position on maps using a grid-reference system | 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.  During this unit, students will investigate the influence of the environment on the human characteristics of a place by comparing how people have responded to climatic conditions in similar and different places. Students will examine the effects of landforms on the location and characteristics of places. |
| Personal Development, Health & Physical Education | Personal Development and Health  PHS3.12 explains the consequences of personal lifestyle choices  DMS3.2 makes informed decisions and accepts responsibility for consequences.  V4 increasingly accepts responsibility for personal and community health  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. | Personal Health Choices  Students will look at some of the areas in which people make decisions including health decisions. The students will look at nutrition and will analyse their personal food intake. Students will also look at how the media influences body image and food intake and will look at health services and products.  Physical Education  Games and Sports – Soccer |
| Creative Arts | **DRA S3.1** Develops a range of in-depth and sustained roles  **DRA S3.2** 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  **DRA S3.3** Devises, acts and rehearses drama for performance to an audience  **MUS3.2** Improvises, experiments, selects, combines and orders sound using musical concepts  **MUS3.4** Identifies the use of musical concepts and symbols in a range of musical styles  **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  **VAS3.4** Communicates about the ways in which subject matter is represented in artworks | * Using their knowledge about nutritious food, students present a 1-minute commercial which aims to promote healthy choices. Students are to record their commercials using iPads or recording devices. * Students listen to a variety of different environmental sounds (desert, rainforest, ocean etc.) then use musical instruments to create music relating to environmental sound. * Students will sketch a sacrament symbol then use black oil pastels to colour their image. They will also use watered down paint to paint to the background, ensuring to blend the colours together. * Students will read the Dreamtime story ‘How the birds got their colours’ and create an Aboriginal artwork to communicate the story. They will use a variety of techniques in their artwork such as dot-painting, x-ray art and cross-hatching. |