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Foreword

This booklet provides an outline of the subjects offered in Year 5 at Whitsunday Anglican School. It is a reference for parents, students and other community members who require an overview of the Year 5 Curriculum. If required, more detailed subject information is available from the Tutor teacher, subject specialist or Head of Middle School.

The booklet is not intended to be prescriptive in any way since the day-to-day organisation of the year levels lies primarily with the Tutor teacher and subject teachers. Content, learning experiences and projects may vary from year to year depending on the needs of the students, the cohort as a group and the expertise of staff.

The Teaching and Learning Framework used as a curriculum organiser at Whitsunday Anglican School is the “Dimensions of Learning” Model. The Year 5 academic program will continue to reflect the Australian Curriculum key learning areas as they become available.
Year 5….a snapshot

Year 5 is the first year in Middle School for continuing Whitsunday students and new students enrolling to our school. As such there are many new routines, expectations and changes when compared to a traditional primary school setting. It is an exciting time as so many new opportunities emerge while greater independence and self-management is encouraged and supported.

Students in Year 5 have some classes in a traditional “home room” environment and move to other rooms for specialist subjects such as Science, Music, Art, Industrial arts and Drama. Students in Year 5 have their own locker and are expected to manage their own equipment, including their own digital learning device.

We understand that students require support, encouragement and ongoing feedback on their progress. This occurs in a number of ways. All students undertake diagnostic testing throughout the year. Typically this commences in Term 1 so that progress can be monitored and learning can be tailored to suit the needs of individuals. Regular parent-teacher communication is encouraged.

All students are expected to use the school diary as an organisational tool for upcoming events and recording homework. It is also an important communication tool for parents and teachers. Students have a set 10 day timetable, typically referred to as week 1 and week 2.

Our Character Counts Pastoral program aims to provide students with knowledge, skills, values and character traits across three domains of development that include Character, Social/Emotional (self-awareness and self-management) and Academic development (learning-related character traits and cognitive skills).
Year 5...a snapshot

Leadership and service opportunities are available to all Year 5 students who are encouraged to involve themselves in an area of interest.

Students are supported in their homework organisation by having a set weekly schedule of homework activities. Homework is given in English and Mathematics only and has a focus of Literacy and Numeracy skill development. Consistency in routine has proved beneficial for students as well as assisting parents monitor. Year 5 students are expected to complete 45-60 min of homework per night Monday to Thursday.

Student achievement is celebrated at our fortnightly Middle School assemblies and Chapel services.
Art

Course Description
Students complete one semester of Visual Art in Year 5. The Visual Arts curriculum is built around the two interrelated strands, Making and Responding. Students make and respond to visual art works independently with their peers and teachers. They investigate subject matter to represent what they see and experience in the real world. Using chalk, oil pastels, ink and tissue paper students experiment with and create two-dimensional images.

Learning Experiences and Activities
Students experience lessons in a purpose built Art facility. Students plan, observe and create their own images using a variety of objects, materials and media techniques.

Achievement Standards
Students use skills, processes, materials and technologies to create and display visual artworks. They plan, reflect upon, refine and document their visual arts processes. They identify practices and viewpoints in visual art works they view. They make connections between their own and others artworks using visual arts technology. A portfolio of students work is collated and an achievement standard is determined against a given set of criteria.
Course Description
In the Middle School, the Christian Education program allows students the opportunity to explore Christianity, religions and values. Students are encouraged to participate in activities that encourage: understanding of scripture, exploration of beliefs and world religions, making choices, nurturing faith and personal reflection and, an awareness of Christian tradition and Anglican liturgy.

Christian values are encouraged in all aspects of the life of the school community.
Industrial Arts

Course Description
Students are introduced to working with wood and acrylics. Emphasis is given to knowledgeable and safe use of tools in the workshop.

Learning Experiences and Activities
Students are given a basic understanding of the materials they are expected to use and are encouraged to learn the safe and confident way to use materials and tools.

Achievement Standards
Assessment is made of each item produced in class and ongoing assessment is made in the areas of safety, use of equipment and assistance to others.
Drama

Course Description

Students will make and respond to dramatic work, making choices about dramatic elements and building dramatic action by adapting and exploring stories. They will sequence and focus dramatic action in formal and informal settings.

Students will study Drama for 1 semester.

Learning Experiences and Activities

Students are exposed to a wide variety of learning experiences with emphasis on skills:

- Individual and group role plays
- Narration
- Staring points e.g. objects, clothing, painting, song
- Chants and rhymes
- Using simple props and costumes
- Freeze sequences
- Retelling stories or sections of stories
- Expressing opinions through small and whole group discussion
- Giving reasons for choices
- Interviews

Achievement Standards

Assessment is completed on an ongoing basis, through observation from peers, teachers and self-assessment practices. Students are assessed in the dimensions of Making and Responding.
Course Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in Year 5 English builds on concepts, skills and processes developed in earlier years.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

Learning Experiences and Activities

A variety of learning experiences including that which supports the development of skills to explain clearly, deepen understanding of language features, analyse literal and implied information from texts and make presentations are provided for students. Students may work individually or in small groups and use digital technology with specific software as part of their learning.

Achievement Standards

A portfolio of evidence of student work is developed over the course of the year to determine the level of achievement against a set of criteria. Assessment consists of listening, reading and viewing (Receptive modes) and speaking, writing and creating (Productive modes).
Course Description

The Health and Physical Education Key Learning area is based on the newly released syllabus for this area. The scope of the course is described by three strands – Promoting the Health of individuals and Communities, Developing Movement Concepts and Motor Skills, Enhancing Personal Development. The core curriculum represents essential learning and is defined by the key concepts within each strand and the intended student learning outcomes. Students experience units such as Minor Games, Fitness, Dance, Athletics and Aquatics. Students explore many aspects of health including personal relationships, coping/resilience skills, nutrition, first aid, co-operation, assertiveness, self esteem, stress and relaxation, body image, sun and water safety, posture and fitness.

Learning Experiences and Activities

The learning experiences address the key concepts and are designed to meet student learning outcomes that include ability to: demonstrate and describe everyday actions to promote their health; demonstrate a range of basic locomotor and non-locomotor movements and combining these with a variety of objects; and describe themselves in a range of familiar roles and relationships.

Achievement Standards

Assessment will be criteria based and dependent on students achieving prescribed learning outcomes for each strand.
Humanities

History

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns. The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

Learning Experiences and Activities

Students develop skills in identifying the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change. Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Achievement Standards

A range of assessment is used to build the student portfolio including tests, research tasks, oral and visual presentations, teacher observations and anecdotes and class work. Student achievement standards are determined against a set of criteria that includes Historical Knowledge and Understanding, Questioning and Researching, Analysing and Interpreting and Communicating.
Language Other Than English (LOTE)

Course Description..... Japanese

Students are introduced to the reading, writing, listening and speaking skills of the language using topics such as self introductions, my family, animals and sport. Japanese runs for 1 semester.

Learning Experiences and Activities

Students engage in linguistic development through vocabulary recognition and use of target language through cleverly designed interest based assessment items. Students will have opportunities to showcase their understanding and comprehension of Japanese.

Achievement Standards

Assessment includes term projects relevant to the topics studied in class as well as vocabulary quizzes and ongoing teacher observations.

Course Description..... French

Students focus on developing their communicative and pronunciation skills in a variety of thematic contexts. For example describing oneself, spelling one’s name, expressing feelings, introducing a friend, talking about nationalities and asking questions. French runs for one semester.

Learning Experiences and Activities

- Role play, songs and games
- Computer programs (Language Perfect.com, Linguascope.com, power point, Internet research, Web pages, interactive CDs)
- Cultural knowledge with the Monte Carlo car race
- Eating French food (crepes and escargots)

Achievement Standards

Students will be assessed by ongoing observation and an examination at the end of each term on the topic studied.
Learning Enrichment

Whitsunday Anglican School prides itself on providing education programs, which place the individual student at the centre of all learning. We have many programs which are implemented throughout the School and we are fortunate to work with brilliant staff on a daily basis. The Learning Enrichment Centre provides various options for improving learning.

Some services provided include:

- Early intervention; we attempt to identify and support any student learning issues early in their learning
- Planning and catering for the varying learning abilities of our students through differentiation.
- Formal assessment of individual student needs.

The Learning Enrichment team will work with staff to:

- Develop, facilitate and evaluate programs which will cater for the diversity of learners in the classroom
- Develop Individual Education Plans (IEP) for students with disabilities with parents and staff, also liaising with external specialists when the need arises.
- Deliver in-class and small group assistance for students.
- Provide access to accelerated programs within the class, special multi-age groups, and also source other extension opportunities for our academically advanced students.
- Support our students with English as their second language.
- Assist teachers to cater for individual needs through the provision of material resources
- Foster a positive attitude by students for themselves and their work
Course Description

There are three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Understanding, Fluency, Problem Solving and Reasoning are an integral part of Mathematics content and form the proficiency strands of the Year 5 course.

Understanding includes making connections, using fractions, comparing and ordering, describing transformations and identifying line and rotational symmetry. Fluency includes choosing appropriate units of measurement for calculation, using estimation and using instruments to measure. Problem Solving includes formulating and solving authentic problems using whole numbers and measurements. Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns, interpreting results, posing appropriate questions and interpreting data.

Learning Experiences and Activities

A broad range of learning-experiences are provided for students to construct meaning and deepen their understanding. These include the use of manipulatives, course specific software and problem solving tasks.

Achievement Standards

A portfolio of evidence of student work is developed over the course of the year to determine the level of achievement against a set of criteria. Achievement levels are determined by evidence collected via tests, investigations, book work, homework, teacher observations and anecdotes and discussions with students. Students are assessed in the Understanding and Skills dimensions of the course which includes Understanding and Fluency and Problem Solving and Reasoning.
Music

Course Description
Music is experienced through a special Band Immersion Program. All students receive weekly tuition in small groups, on a Band instrument recommended for them (flute, clarinet, saxophone, trumpet, trombone or baritone).

Learning Experiences and Activities
Students learn to read and write music through the practical learning of an instrument and performing with others. They develop coordination, improve their musicianship and listening skills and learn the importance of perseverance and team work. These learning experiences are culminated in an end-of-year performance.

Achievement Standards
Assessment is completed on an ongoing basis, through teacher observation during lessons, demonstrated mastery of skills and techniques (through home practice) and participation in a public performance in Term Four. Students are assessed in the dimensions of Making and Responding.
Science

Description

The Year 5 course is designed to reflect the Australian Curriculum Science. Students study four topics throughout the year: Biological sciences, Physical sciences, Chemical sciences and Earth and Space science.

Students are introduced to cause and effect relationships through an exploration of adaptations of living things. They explore observable phenomena associated with light. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system. They learn how to look for patterns and relationships between components of systems and they develop explanations for the patterns they observe.

Learning Experiences and Activities

By developing a sound knowledge base and participating in investigations and experiments students will participate in a variety of experiences which stimulate their curiosity and sense of wonder about their world. Students will experience Science lessons in the science laboratories.
Science

Achievement Standards

By the end of Year 5, students classify substances; they explain everyday phenomena and describe the key features of our solar system. They analyse how living things function in their environments. Students discuss how scientific developments have affected people’s lives and how science knowledge develops from many people’s contributions.

Students follow instructions to pose questions for investigations, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students organise data and identify patterns. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

A portfolio of evidence of student work is developed over the course of the year to determine the level of achievement against a set of criteria.