



Year 5 Curriculum Guide

2020



OLIVET CHRISTIAN COLLEGE

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ENGLISH

Course Description

The Year 5 English course has been designed around the three 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. Students experience a range of written and multimodal texts, in order to enjoy, inform and develop their understanding. Students express their own thoughts and feelings through a range of written exercises. Oral communication is developed through questioning, answering and sharing experiences.

Aims

- To understand that God communicates with us especially through the written Word
- To speak effectively using language appropriate to the situation and audience
- To compose well-organised and coherent writing for specific purposes and audiences
- To apply reading strategies to improve comprehension and fluency
- To develop skills to read and interpret a variety of literary works
- To use correct grammar, spelling and punctuation

Topics

- Speaking and Listening
- Reading – silent, oral, group, comprehension, vocabulary
- Writing – recount, exposition, report, narrative, procedure, explanation and poetry
- Spelling
- Grammar – sentence structure, punctuation, vocabulary
- Literature studies

Time Allocation

- Approximately 390-400 minutes per week

Assessment

- Oral Presentations
- Oral Reading and Reading Comprehension
- Writing samples
- Tests
- Spelling Tests
- Standardised Testing
- Book Reports
- Teacher observations

MATHS

Course Description

The Year 5 Mathematics course focuses on providing students with essential mathematical skills and knowledge in the area of Number and Algebra; Measurement and Geometry; and Statistics and Probability. The mathematics course emphasises the importance of using concrete materials and making Mathematics relevant to everyday situations, so that children can understand its relationship to daily life. Throughout the course, students solve problems using all four operations and are provided with the language and strategies needed to build their understanding of mathematical concepts.

Aims

- To understand that number concepts begin with God
- Develop skills in measurement, approximation and estimation
- To develop techniques of investigation and problem solving strategies
- To develop the capacity to use mathematics in solving problems individually and collaboratively
- To develop confidence and competence in using mathematics in real-life situations

Topics

Number and Algebra

- Number & Place Value
- Multiplication
- Addition & Subtraction
- Estimation & Rounding
- Fractions
- Decimals & Fractions
- Division
- Patterns & Algebra

Statistics and Probability

- Data
- Chance

Measurement and Geometry

- Shape
- Geometry
- Units of Measurement
- Locations & Transformation
- Money & Financial Matters

SCIENCE

Course Description

The Year 5 Science Course is designed to develop students' understanding of local, national and global issues and the interconnectedness of the past, present and future with Science. Students are encouraged to pose questions, gather evidence, conduct experiments, analyse data, draw conclusions and effectively communicate their ideas. The Year 5 Science course emphasises a Biblical perspective, encouraging students to develop sound values and attitudes such as curiosity and respect for God's creation and people.

Aims

- To encourage the students to become active participants as they investigate
- To allow students to gain essential scientific understanding of concepts from these experiences
- To engage students in learning through hands-on inquiry learning
- To have students directly observe science in action
- To promote enthusiasm and curiosity about science with the students
- To enhance a student's knowledge about God's amazing and wonderful world around them

Topics

- The topics covered in the year 5 Science course include
- Life and Living – Biological Sciences
- Energy and Change – Physical Sciences
- Earth and Beyond – Earth and Space Sciences
- Natural and Processed Materials Chemical Sciences

Time Allocation

- Approximately 90-125 minutes per week

Assessment

- Unit Indicators
- Class participation
- Creativity
- Research skills
- Projects
- Presentation - oral and material
- Unit Tests

HASS

Course Description

The Year 5 HASS course includes the subject areas of History, Geography, Economics and Civics and Citizenship.

The Year 5 History course focuses on colonial Australia in the 1800s studying Australia's colonisation, migration and democracy in these times.

The Year 5 Geography course explores the continents of Europe and North America, looking at the Culture and Geographical features

The Year 5 Civics and Citizenship course introduces Australia's democratic values, its electoral system and law enforcement. It explores how communities can work together based on shared beliefs and values.

The Year 5 Economics course investigates the human desire and need for resources and the connections of this to economic and business concepts. It looks at responsible decision-making and choices for the present and the future.

Aims

- To understand that God has used history to mould and develop our great nation
- To understand the significance of the establishment of the colonies in Australia
- To see how these colonies changed over a period of time
- To empathise with the various peoples during this time of development
- To develop an appreciation of the vastness and magnitude of God's world around us both far and near
- To locate the major countries of Europe and North America in relation to Australia
- To introduce the concepts of needs and wants
- To develop an understanding of the basic economic problem of scarcity
- To introduce/define the concept of goods and services
- To identify the fundamental values of democracy – freedom, equality, fairness and justice
- To explore the electoral system
- Examine the types and importance of laws in Australia

Topics

- The Australian Colonies
- Discovery of Australia
- England in 1700s and Australia's First Settlement
- Aborigines and Torres Strait Islanders
- Development of the Colonies
- Early Australian Explorers
- Explorers and the Interior
- Europe
- North America
- The Economic Problem – Scarcity
- Resources
- Government and Democracy
- Democratic Laws

Time Allocation

- Approximately 180-225 minutes per week

Assessment

- Unit Indicators
- Class participation
- Creativity
- Research skills
- Projects
- Presentation - oral and material
- Unit Tests

LOTE - AUSLAN

Course Description

As students progress through Years 5 & 6, they learn to discuss aspects of their daily lives, and to respond to the signed comments of others. They learn to follow more complex instructions and directions (in Auslan), involving a number of steps. Students are able to start a simple conversation involving two or more signers, and how to interrupt the conversation of others using the correct cultural protocols. Students also recognise and paraphrase information (announcements etc.) and prepare and present short signed presentations. Students also learn to use body shift, eye gaze, and head orientation to represent different characters in simple imaginative texts. Students' understanding of Deaf culture continues to develop, including the relationship between English and Auslan.

Aims

- To share ideas and feelings about the people they know, their daily lives, and social activities
- To collaborate with peers to plan and conduct shared presentations
- To communicate appropriately using Auslan, while involved in shared learning activities (voice-off etc.)
- To collect, classify and paraphrase information from a variety of Auslan texts
- To create and interpret simple imaginative text
- To demonstrate understanding of the nature of identity in relation to themselves and the Deaf community

Topics Include

- Greetings & introductions
- Alphabet & numbers
- Class related signs (people, subjects, sports activities etc.)
- Deaf culture
- Transposition (directions)
- Story telling
- Interpreting & paraphrasing

Time Allocation

- 1 period per week

Assessment

- Participation in visual communication activities
- Completion of topic related crafts
- Participation in classroom activities
- Ability to understand and follow basic visual instructions
- Formative assessment and observation

Time Allocation

- Approximately 375 minutes per week

Assessment

- Observation of participation and progress
- NAPLAN testing
- Unit testing
- Teacher scored activities
- On Demand testing

MUSIC

Course Description

Students further their knowledge of the elements of music. They extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds. Students explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in the music they perform and compose. They also consider meaning and interpretation, forms and the elements of music as they make and respond to music.

Aims

- Identify notes on the Treble and Bass clefs
- Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform
- Describe how their music making is influenced by music and performances from different cultures, times and places
- Use rhythm, pitch and form symbols and terminology to compose and perform music
- Sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences

Topics

- Notes and Rests (review)
- Time Signatures (review)
- Treble Clef and Bass Clef
- Form
- Impressionist Period
- Music Appreciation
- Singing
- Group Instrumental
- Music Composition

Time Allocation

- 1 period per week

Assessment

- Performances
- Musical Compositions
- Topic quizzes
- Participation

Classroom activities

VISUAL ART

Course Description

In Year 5 Visual Arts, students undertake units of work which investigate a range of art media and techniques. This usually includes working with a selection from an array of potential subject matter in the disciplines of visualisation, observation and perspective drawing using pencils, felt-tip markers and pen and ink. Students then progress to painting with both watercolours and acrylics. Within a 2-year cycle, they may at times diversify into basic printmaking.

Students explore processes and make decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They develop practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

Aims

Students:

- have opportunities to explore a variety of art media and develop their skills
- learn to communicate their ideas through visual representations
- can identify stylistic features of other cultures and art movements
- consider the viewpoints of others and how these ideas can influence their own work
- develop their own personal style of artwork and the connection to their own uniquely created identity
- discuss the artistic intentions behind their own work and respond to content and ideas in the work of others
- develop problem solving and critical thinking skills as they seek to improve their work practices
- use a range of presentation skills to plan and display their work
- understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- recognise and develop their own God-given ability to be creative

Topics

- Visualisation Drawing, Observational Drawing and Perspective Drawing
- Watercolour Painting
- Acrylic Painting
- Printmaking

Time Allocation

- Approximately 100 minutes per week

Assessment

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks
- Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal style in their work.

TECHNOLOGY DESIGN

Course Description

In Years 5 Design Technology, students undertake units of work which investigate the characteristics and properties of a range of materials, systems and components, as well as the tools and equipment they use. Students aim to develop individual and creative project plans and consider the appropriate use of resources when making designed solutions. Examples of products which can be fabricated by Years 5 and 6 students include acrylic identification tags, timber and plywood pencil boxes with sliding acrylic lids and wood-burnt decorative designs, individually designed returning boomerangs and uniquely shaped timber and translucent acrylic money boxes. Students also investigate the client needs that drive demand for their products and learn to work within design briefs as they generate their ideas, produce designed solutions and evaluate the success of their work.

Aims

Students:

- learn to use the design process through research, drawing and planning
 - develop critical and creative thinking skills
 - identify design constraints and considerations
 - articulate their understanding of design solutions through participation in classroom discussions
 - understand safe workshop practices
 - develop knowledge of and skills with workshop hand tools.
 - understand the properties of a range of materials, both natural and synthetic
 - complete a product evaluation
 - consider that just as all products are designed and produced to fulfil a specific need, we too are designed and created for a purpose
- realise that their choices and actions can impact others and the environment

Topics

May include:

- Acrylic ID tag
- Plywood and pine pencil box with sliding acrylic lid, twisted metal handle and wood-burnt decoration
- Returning boomerang with decorative design
- Uniquely shaped timber and translucent acrylic money boxes

Time Allocation

- Approximately 50 minutes per week

Assessment practice:

- General observation, formative and summative assessment modes are applied to the areas of Knowledge and Skills.

TECHNOLOGY DIGITAL

Course Description

In the Year 5 course students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems. They also develop their skills in applying technical protocols such as devising file naming conventions that are meaningful and determining safe storage locations to protect data and information.

Aims

- To introduce students to basic computer components (external), port interfaces, human-computer interface devices, software & computer peripherals (input and output devices)
- To effectively navigate operating systems i.e. Windows, manipulating elements within each operating system to achieve basic objectives of the study domain and file storage
- To develop an ability to effectively and safely use computers both independently and creatively - using a wide range of software.
- To develop awareness of the place of computers in the home, in the community and in the school

Topics

- This is a Computer
- Buy a Computer
- Software
- Files and Folders
- Internet / Internet Safety
- Files
- Windows
- Internet Research
- Using Search Engines
- The Largest...
- The Fastest...
- The Longest

Time Allocation

- Approximately 30 minutes per week

Assessment

- Class participation
- Creativity
- Production Quality
- Completion and presentation of research materials
- Unit Tests

HEALTH

Course Description

The Year 5 Health course encourages students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing and safety. The course provides opportunities for students to contribute to building a positive school and home environments that support healthy, safe and active choices for everyone. They are also encouraged to explore a range of factors and behaviours that can influence health, safety and wellbeing.

Aims

- To develop an appreciation of the marvellous bodies that God has created as our abode
- To develop a healthy lifestyle
- To contribute to a healthy lifestyle both as individuals and as a group
- To learn to make wise choices with our health and lifestyle

Topics

- Eyes
- Ears
- Teeth
- Taste
- Gut & Digestion
- Food
- Muscles
- Bones
- Circulation, Fitness & Exercise
- Breathing
- Skin
- Hot/Cold Weather & Body Heat
- Medicines
- Parasites & Body Care
- Height & Weight
- Safety with Machines
- Medical Practitioners & Health Helpers
- Diseases
- 'Our body a temple marvellously made'
- Road Safety
- Protect my ears & eyes
- Cleanliness
- I'm Hurt & CPR
- Safety – Sense & Sensibility

Time Allocation

- Approximately 30 minutes per week

Assessment

- General observation of completed tasks
- Involvement in discussions
- Attitudes displayed during class

PHYSICAL EDUCATION

Course Description

Students further develop their understanding of movement as they learn to monitor how their body responds to different types of physical activity. They continue to be involved in team games, with a greater emphasis on applying rules fairly and behaving ethically when participating in different physical activities. Students develop skills to manage their emotions and examine how the nature of their relationships change over time. Emphasis is placed on treating others the way they would want to be treated in a variety of situations and scenarios. Students realise physical exercise has benefit to their well-being.

Aims

- To understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness
- To build on the basic ball skills and movement skills developed in earlier years
- To improve social confidence and competence in small and large group activities
- To develop teamwork and sportsmanship in a competitive environment
- To develop knowledge of how we can show God's character traits of graciousness, team unity, encouragement, and take care of our bodies

Topics

- Swimming and water safety
- Athletics
- Fitness Training
- Movement
- Gymnastics
- Cross Country
- District Schools Sports Days
- Skill that support Major Games
- Sports - Football, Tennis, Hockey, Cricket, Basketball, Netball, Soccer, T-ball, Softball, Newcomb
- Health

Time Allocation

1 period per week

