

HILLCREST CHRISTIAN COLLEGE



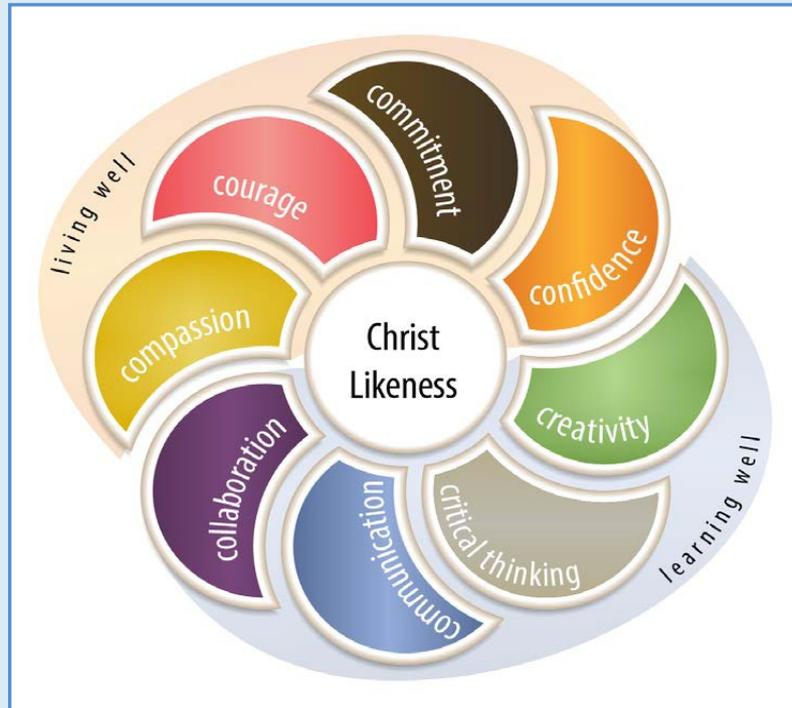
YEAR 5 HANDBOOK 2017

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FLOURISHING AT HILLCREST

At Hillcrest, we are committed to our vision of providing quality Christian education, where the gospel message is integral to all we do. To see all of our students wanting and living a life of loving, knowing, and growing to be like Christ is central to our educational purpose. The following attributes are central to each student growing to be like Christ and to them Living Well and Learning Well.



Christ Likeness: The willingness to live a life of loving, knowing, and growing to be like Christ

Living Well

Compassion: The ability to appreciate the innate worth of others, empathise with them and willingly show mercy

Courage: The ability and willingness to act rightly and selflessly in the face of uncertainty and fear

Commitment: The ability to be personally responsible, faithful to others and engage constructively in activities and causes

Confidence: The ability and willingness to live confidently, authentically, and wisely

Learning Well

Collaboration: The ability to work with others in respectful and constructive ways

Communication: The ability to express thoughts and feelings clearly and confidently in a range of media and forms

Critical Thinking: The ability to analyse information and ideas and to form reasoned arguments and judgments

Creativity: The ability to imaginatively generate new ideas and to apply them in practice

THE MIDDLE SCHOOL PHILOSOPHY

The term 'middle years of schooling' applies to students from Year 5 to 8. It coincides with early adolescence, when students are developing rapidly, experiencing the most critical stage in their transition from childhood into early adolescence. The relationships they develop with their peers and adults around them influence their attitudes, language and behaviors. They want to be independent, while exhibiting sensitivity to criticism. The young adolescents want to be accepted by their peers, and therefore they place high emphasis on body image, their looks and how others perceive them.

As this is a stage in students' lives when they undergo significant physical, emotional, spiritual and even mental changes, it is well recognised that these changes are directly linked to the decline in the adolescent's motivation, academic performance and school attendance. The middle years' learners present with specific needs that should be addressed by all educators. *'The middle years are an important period of learning, in which knowledge of fundamental disciplines is developed, yet this is also a time when students are at the greatest risk of disengagement from learning. Student motivation and engagement in these years is critical, and can be influenced by tailoring approaches to teaching, with learning activities and learning.'* (Ministerial Council on Education, Employment, Training And Youth Affairs, December 2008, Melbourne Declaration on Educational Goals for Young Australians, p.12.)

In the last two decades, there has been a greater interest in educational debate about the middle years of schooling. The Middle Years research has been successful in unpacking the impact of such changes on students' interest in school and ability to concentrate on tasks, identifying and addressing the elements that are essential for promoting improved learning in the middle years. Engagement in learning has been identified as a key factor influencing their academic achievement. Coupled with some other external changes experienced in their lives, such as relationships with teachers, in their family and/or friendships, these may have a lasting impact on students' skill acquisition and academic performance. (Gibbs & Poskitt, 2010; Martin & Dowson, 2009; Elsworth, Kleinhenz & Beavis, 2008).

As it is well recognised that student engagement is fundamentally important in promoting achievement, the Middle School of Hillcrest Christian College recognises the importance of responding to those needs in an ever-changing 21st century environment. Our holistic approach, which caters for the development of the whole person, promotes student engagement through fostering relationships with teachers and with other students, and influencing student motivation and interest in learning. The Middle School provides a safe and nurturing environment that is based on Christian values and principles. Supported by caring, expert professionals who have a genuine interest in this age group and are keen on meeting the individual needs of young adolescents, students are encouraged to explore their gifts, talents and dreams and work towards achieving their potential.

PHILOSOPHY OF EDUCATION IN YEAR 5

The philosophy of education at Hillcrest Christian College aims to develop well- rounded individuals who will be of service in the world. The curriculum is based on high quality education that moulds meaningful Christian lives of leadership and service. There is a balance between academic rigour and ongoing pastoral care that encourages the individual to flourish and to develop the Christian values we aspire to. There are a range of co-curricular activities available such as: the school production, music, enrichment subjects and sporting teams. These activities aid in the development of well-rounded Christian individuals that are Christlike, confident, creative, courageous, compassionate and connected.

The curriculum at Hillcrest Christian College has been developed in accordance with the Australian Curriculum. The curriculum aims to prepare students for success in education, work and in living a Christian life. Strategies are implemented to ensure educational, emotional, spiritual and physical growth.

General capabilities are a key dimension of the Australian Curriculum and are expressed explicitly in the content of each of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum identifies seven general capabilities which encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. These general capabilities are:

- Literacy
- Numeracy
- Digital Technologies
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Students in the Middle School are in two states of transition - from childhood to adolescence and from Junior School to Middle School. These are times of significant social, physical, emotional and intellectual change, requiring a high degree of personal adjustment. Hillcrest Christian College has a major responsibility to make these adjustments as smooth as possible.

To aid with transition, Year 5 students are taught by a team of dedicated staff who are responsible for the delivery of the curriculum, discipline and welfare of the students. The teachers are committed to promoting the academic, emotional, social, mental and spiritual development and character of each student. Students are taught by their pastoral teachers for core subjects, and by specialist teachers for Music, Art, German and Physical Education, which aids in the building of positive relationships between students and teachers, and assists in a gradual transition into high school.

YEAR 5 TRANSITION PROGRAM

Year 5 is an important transitional year for students and a great opportunity for them to continue cultivating respect, resilience, maturity, integrity, empathy, perseverance and confidence. To assist students in the transition, each Year 5 class is “buddied” with a Year 8 class, allowing the Year 5 students to make connections with students and teachers, beyond their own classroom. The Middle School fortnightly House Devotions allow students to mix with students of each Year Level within Middle School.

Meet & Greet

Hillcrest Christian College Students enrolled to commence Year 5 are visited by the Year 5 Co-ordinator regularly during Semester 2 of Year 4. The Coordinator visits classrooms for informal chats and for morning devotions. In addition, the Head of Middle School visits the Year 4 Cohort to address any concerns and respond to questions students may have about the Middle School. This allows students to develop familiarity in a safe and familiar environment. During Term 4 the Year 4 and year 5 classes are paired up and visit each other for extended devotions. This helps Year 4 students to become familiar with the Middle School environment, as well as with Year 5 teachers and students.

Orientation Day

Students enrolled in Year 5 the following year have a full day Orientation, before Testing Day. The students are advised of their teachers and classes for the following year. Orientation Day is an opportunity for students to spend time in these different groups and get to know their peers and teachers, as well as familiarise themselves with their new environment.

Testing Day

A Testing Day is held each year in November for new students enrolled to commence Year 5 the following year. Testing dates are communicated via a letter to the parents and published on the college website. Testing is undertaken to gauge the overall literacy and numeracy standard of students as they enter Middle School. This assists the College in providing the relevant and necessary educational and pastoral support for the students as they commence their schooling at Hillcrest.

Year 5 Camp

The Year 5 students are all expected to participate in the Year 5 camp, which takes place in Term One. This camp is held in March at Sovereign Hill, Ballarat. The camp strongly supports the History curriculum, but is also important in developing relationships between staff and students, to learn and extend skills, explore values and build friendships. Students share accommodation and meal times, developing stronger relationships and extending their friendship group. This is an important and beneficial experience for students as they develop independence in the transition from Junior School, to Middle School.

YEAR 5 CURRICULUM OVERVIEW

The broad curriculum continues to be responsive to change in the global environment so that it offers the middle years' learner a wide range of academic and practical Enrichment subjects and competitions that are structured around areas of interest to engage students in learning, thus improving their attendance and participation while at school. Approaches such as the alignment of subjects, Inquiry Learning and Differentiation that are supported by thinking skills and Habits of Mind, aim to equip students with competencies for developing a conceptual framework of understanding that are needed for future learning. Through our holistic program that offers a diverse range of learning opportunities, students explore the world in which they live and learn to make wise life decisions, as they journey in our care through the last years of Primary Education and the first years of Secondary Education.

Pastoral generalist teachers who teach across a number of subjects support students with a high level of pastoral care and restorative practices to maintain a safe environment for all students. Coupled with the right school structures, reduced student movement and co-curricular programs all foster relationships and engagement. Middle School teachers are innovative and use a variety of methods that have proven successful in maximising learning. Our Middle School approach enhances student connectedness with their school, family and the community and prepares them to become the active citizens God wants them to be.

The curriculum at Hillcrest Christian College has been developed in accordance with the Australian Curriculum. The curriculum aims to prepare students for success in education, work and in living a Christian life. Strategies are implemented to ensure educational, emotional, spiritual and physical growth.

The Core Subjects

- Christian Studies
- Digital Technologies
- Discovery Learning
- English
- Health and Wellbeing
- Humanities – Geography
- Humanities – History
- Languages - German
- Mathematics
- Music
- Physical Education
- Science
- Visual Arts

The Enrichment Subjects

- Bike Education
- Claymation
- Equestrian
- Guitar
- Survivor- Boys and Girls

The Year 5 timetable at Hillcrest Christian College is organised around six 50 minute periods per day in a 10-day cycle. The table below indicates the period allocations per subject per 10-day cycle.

Subject	Periods per 10 – day cycle
Chapel	1
Christian Studies	2
Digital Technologies	2
Discovery Learning	1
English	13
Enrichment Subjects	2
Health and Wellbeing	2
Humanities – History & Geography	6
Languages - German	4
Mathematics	13
Music	3
Physical Education	4
Science	5
Visual Arts	2
TOTAL	60 PERIODS

HOMEWORK

The College homework policy is that all Year 5 students should be engaged in a 25-30 minutes of homework each week night. At this level, the emphasis will be on Literacy, Numeracy and Projects. This involves reading each night, practising and learning their spelling words and times tables. Students need to be disciplined in their approach to homework and study to maximise the learning process.

YEAR 5 – CORE SUBJECTS

Christian Studies

Digital Technologies

Discovery Learning

English

Health and Wellbeing

Humanities – Geography

Humanities – History

Languages – German

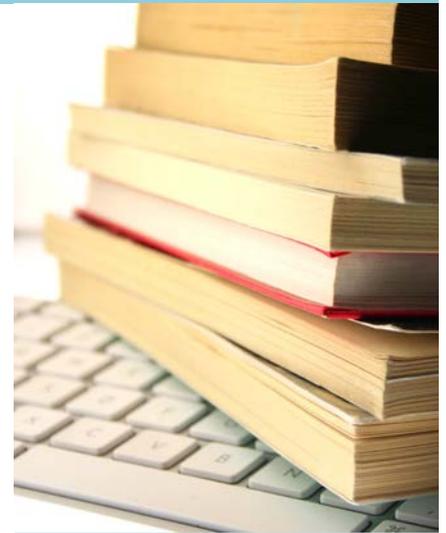
Mathematics

Music

Physical Education

Science

Visual Arts



How can a young man keep his way pure? By living according to your word. I will seek you with all of my heart; do not let me stray from your commands.

Psalm 119: 9-10

For the Lord gives wisdom, and from his mouth come knowledge and understanding.

Proverbs 2: 6

In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his for he made it, and his hands formed the dry land. Come, let us bow down in worship; let us kneel before the Lord our Maker.

Psalm 95: 4 – 6

Course Content

This course introduces students to God and his Word. Students will become familiar with God who made us, who loves us and saves us from the consequences of turning against him. They will learn how God is always faithful to his people and what it means for people to have faith in God.

Areas of Study

Semester 1: The Old Testament and Easter

- God our creator who loves us and saves us
- Trusting God who is faithful
- People who learnt to trust God

Semester 2: The New Testament

- Jesus teaches about having faith in God
- Trusting and following Jesus

Course Content

Digital Technologies course is based on the Australian Curriculum and covers the operation of computer hardware and software, as well as explaining the fundamentals of how a digital device operates. Students will learn how to access information on the internet in a safe and ethical manner. They will develop problem solving abilities using Microsoft Excel spreadsheets and binary code. Students will experiment with green screens to show how they are used in video editing, such as for movies. Finally, students will get an introduction to programming through the program “Unity” where they develop basic programming skills.

Australian Curriculum Strands

Digital Technologies Knowledge and Understanding, Digital Technologies Process and Production Skills.

Areas of Study

Internet Cyber Safety, Digital Spreadsheets, Binary numbers and letters, Video editing Software (Movie Maker) and Programming with Game Maker Studio.

ACARA Learning Outcomes / Achievement Standards

At the end of the course students should be able to:

- Identify safe internet usage protocols
- Meet learning needs by using digital technologies appropriately
- Write in binary code
- Use basic spreadsheets effectively (in Microsoft Excel)
- Identify and define problems using data
- Solve problems using data
- Edit raw video footage to include special sounds and/or effects
- Create folders in programming.
- Use sprites, scenes and other game elements to put together a simple game
- Assessment
- Unit Tests

Students are required to summarise, and describe safe internet usage. They are assessed on their ability to write numbers from 0-100+ in binary, as well as the alphabet in both upper and lower case.

- Spreadsheets
Students are required to submit a spreadsheet created in Microsoft Excel. Their spreadsheet will demonstrate creating “Named Ranges” in the “NameBox” and will incorporate Conditional Formatting of text.
- Movie Maker
Students submit a video file with edited footage. Areas that are assessed include titles, sounds, voiceovers, special effects.
- Game Maker Studio
Students create a First Player mini game incorporating graphics and folders.

Course Content

The Year 5 Discovery Learning Semester 1 course incorporates the English standards where students will be looking at the different conventions of poetry. This unit will demonstrate the student's ability to identify with the text on a personal level as well as discuss the uses of language effectively and how language is used to create a story. The students will focus on the works of Australian authors.

In Semester Two students will be responding to the literature in the mystery genre and going into detail regarding character plots, events and connections with their own experience, as well as sharing and listening to the opinions of others. Students will examine the literature identifying and discussing a range of literary language and techniques that authors use to tell mystery stories. Students will also explore the concepts and themes of the shortlisted early reader books for CBCA Book Week and take part in YABBA voting.

Australian Curriculum Strands

Content: Literature

Areas of Study

Responding to literature and Examining literature

ACARA Learning Outcomes / Achievement Standards

- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses

This is not an assessed subject, however the number of books read by the student will be recorded.

Course Content

The Year 5 English course involves students in reading, viewing, listening, writing, creating, presenting, comparing, researching and discussing a range of text types. Students are encouraged to explore the meaning of texts, form connections with characters, settings and themes and consider these in relation to their journey of faith. They are supported to develop an understanding of the way purpose, audience and situation influence the structures and features of language. This understanding is used to develop writing skills in a range of genre, often in cross-curricular learning.

Australian Curriculum Strands

Language; Literature; Literacy

Areas of Study

Reading: Novel Study – Literature Circles; Short stories and non-fiction texts; Independent novel choice

Writing: Narrative, Persuasive, Procedure, Poetry, Information Report, Personal/ reflection Journal

Speaking and Listening: Literature Circle Discussions, Book Report & Review, Oral Instructions & Presentations

ACARA Learning Outcomes / Achievement Standards

At the end of the course students should be able to:

- Explain how text structures assist in understanding the text
- Understand how language features, images and vocabulary influence interpretations of characters, settings and events
- Decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge
- Analyse and explain literal and implied information from a variety of texts
- Describe how events, characters and settings in texts are depicted and explain their responses to them
- Listen and ask questions to clarify content
- Use language features to show how ideas can be extended
- Develop and explain a point of view about a text, selecting information, ideas and images from a range of sources
- Create imaginative, informative and persuasive texts for different purposes and audiences
- Make presentations which include multi-modal elements for defined purposes
- Contribute actively to class and group discussions, taking into account other perspectives
- Demonstrate understanding of grammar using a variety of text types
- Select specific vocabulary and use accurate spelling and punctuation
- Edit their work for cohesive structure and meaning
- and contribute actively to class and group discussions, using language features to engage the audience
- Create and edit texts, demonstrating understanding of grammar, and use a variety of more specialised vocabulary, accurate spelling and punctuation

Assessment**Semester 1**

- Literature: Short story response & Literature Circle; reading texts to support Humanities and Science
Students are required to contribute to weekly discussions and maintain a portfolio of reading responses
- Language: Students will present a poem as an oral presentation to the class
- Literacy: Students will write in a range of genre related to novel studies, genre studies and cross-curricular learning
- Literacy: Students will engage in language enrichment tasks to demonstrate use of vocabulary, spelling and grammar

Assessment Semester 2

- Literature: Independent Novel Study (Term 3) & Literature Circle (Term 4); reading texts to support Humanities and Science
- Language: Independent Novel Study: Students are required to complete a series of tasks to demonstrate comprehension and analysis of texts
- Literacy: Students will write in a range of genre related to novel studies, genre studies and cross-curricular learning
- Literacy: Students will engage in spelling, grammar and writing tasks to demonstrate use of vocabulary, spelling and grammar in a range of contexts

Course Content

The Year 5 Health and Wellbeing course investigates a number of areas; including the developmental changes that occur during puberty, the formation of personal and cultural identity, the influence of changing emotions on behavioural interaction and the importance of personal and community health. The course will aid students in accessing and interpreting health information which assists with decision making and problem solving to enhance health, safety and wellbeing. Topics such as Team Building, Myself & Others, Building Healthy Relationships, Cyber safety and Active Lifestyles will be explored and examined.

In addition, resiliency building programs such as Friendship Day, Child Safety Day, Cyber Safety, Sex Education and Anti Bullying programs are conducted on annual basis to equip students for facing life challenges and bouncing back.

Australian Curriculum Strands

Being healthy, safe and active; Communicating and interacting for health and wellbeing; Contributing to healthy and active sub-strands.

Areas of Study

Team work; Myself & Others; Building Health Relationships; Cyber safety; Active Lifestyles.

ACARA Learning Outcomes / Achievement Standards

- Identify developmental changes and transitions associated with puberty
- Understand the influence of people and places on identity formation
- Identify student contribution to health, physical activity safety and wellbeing
- Recognise emotions and different factors that can influence how people interact

Assessment

- Class participation
Students will be assessed on their participation in class. This includes their willingness to answer questions during class discussion and work collaboratively in groups.
- Work books

Course Content

The content in the geography sub-strand focuses on developing students' understanding of *place, space, environment, interconnection, change* and *sustainability*. The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence human characteristics of places (change, environment, interconnection), and how human actions influence environmental characteristics of places (change, space, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (change, environment, place). Students' mental map of the world expands to Europe and North America and their main countries and characteristics (place).

Australian Curriculum Strands

HASS-Knowledge and Understanding-Geography

HASS-Inquiry and Skills- Geography

Areas of Study

- People and Environments
- Country Comparisons
- Natural Disasters

ACARA Learning Outcomes / Achievement Standards

By the end of Year 5, students:

- Explain the characteristics of places in different locations at the national scale
- Describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments
- Describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments
- Identify alternative views on how to respond to a geographical challenge and propose a response.
- Develop geographical questions to investigate, collect and record information from a range of sources to answer these questions
- Represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point
- Interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions
- Present findings using geographical terminology in a range of communication forms
- Propose action in response to a geographical challenge and identify the expected effects of their proposed action

Assessment

People and Environments

- Multimedia Presentation – Why are our capital cities where they are?

Country Comparisons

- Mapping Skills – Where in the world?
- Country Comparison Poster

Natural Disasters

- Student Portfolio – Mapping Disasters
- Persuasive – Bushfires: Different Perspectives

Information – What can we do to minimize impact and be prepared?

Course Content

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*.

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Australian Curriculum Strands

Knowledge and Understanding-History

Inquiry and Skills- History

Areas of Study

- The Australian Colonies
- Life in the Colonies
- Colonial Changes
- Significant Australians and Events

ACARA Learning Outcomes / Achievement Standards

By the end of Year 5, students:

- Identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same
- Describe the different experiences of people in the past
- Describe the significance of people and events in bringing about change
- Sequence events and people (their lifetime) in chronological order, using timelines
- Develop questions to frame an historical inquiry
- Identify a range of sources and locate and record information related to this inquiry
- Examine sources to identify points of view
- Develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts

Assessment

The Australian Colonies

- KWL Chart
- Historical Letter to Sovereign Hill School

Life in the Colonies

- KWL Chart
- Ballad and Presentation in Character

Colonial Changes

- Student Portfolio
- Information Report

Significant Australians and Events

- Oral Presentation
- Biography

Course Content

The Year 5 German course introduces students to topics of their personal world, food, animals, school, and traditions and cultures of German-speaking countries.

Australian Curriculum Strands

Communicating (socialising, informing, creating, translating, reflecting)

Understanding (systems of language, language variation and change, the role of language and culture)

Areas of Study

Self and family, animals, colours, numbers, pronunciation, celebrations, food, school and Poetry Competition.

ACARA Learning Outcomes / Achievement Standards

By the end of Year 5, students:

- Interact with teachers and peers in classroom routines, action-related talk and play
- Respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds
- Reproduce German short and long single vowel and diphthong sounds, including Umlaute, and Eszett
- Answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries
- Create short, simple sentences from modelled language and use coordinating conjunctions to compose short original texts

Identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and their own sense of identity, including elements such as family, cultural heritage and friends

- Students identify German as an important European and global language and give examples showing how it is related to English

Assessment

- Unit tests
- Role-plays
- Participation in Poetry Competition
- Projects

Course Content

The Year 5 Mathematics course revises and expands on prior student learning. Students explore mathematics concepts within the three Curriculum Strands of: Number and Algebra; Measurement and Geometry; and Statistics and Probability. To demonstrate proficiency in working mathematically, students will be required to show understanding, fluency, problem solving and reasoning skills.

At this year level:

Understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry

Fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles

Problem Solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans

Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets

Australian Curriculum Strands

Numbers and Algebra; Measurement and Geometry; Statistic and Probability

Areas of Study

Number and place value; Fractions and decimals; Money and financial mathematics; Patterns and algebra; Using units of measurement; Shape; Location and transformation; Geometric reasoning; Chance; Data representation and interpretation

ACARA Learning Outcomes / Achievement Standards

At the end of the course students:

- Solve simple problems involving the four operations using a range of strategies
- Check the reasonableness of answers using estimation and rounding
- Identify and describe factors and multiples
- Explain plans for simple budgets
- Connect three dimensional objects with their two dimensional representations
- Describe transformations of two dimensional shapes and identify line and rotational symmetry
- Interpret different data sets
- Order decimals and unit fractions and locate them on number lines
- Add and subtract fractions with the same denominator
- Continue patterns by adding and subtracting fractions and decimals
- Find unknown quantities in number sentences
- Use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles

- Convert between 12 and 24 hour time

- Use a grid reference system to locate landmarks
- Measure and construct different angles
- List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1
- Pose questions to gather data, and construct data displays appropriate for the data

Assessment

- **Pretests**
At the beginning of each Mathematics Unit (used for grouping of students, targeted teaching, formative assessment)
- **Post-tests**
At the end of each Mathematics Unit (used for evidence of progress, and for summative assessment)
- **Connect Resource**
Used across the curriculum to support the students in Mathematical problem solving in a range of contexts beyond the classroom.

Course Content:

Students will continue with their training in the Kodaly Method, and focus on rhythmic elements and will “make conscious” triple meter and new rhythms with 3 sounds per beat. Vocal repertoire will be used to explore these concepts. They will continue revising *do, re, mi, so and la* and rhythms *ta, ti-ti* and *tika-tika*. Students explore the history of blues music including contextual information, 12 bar blues and learn how to compose lyrics in typical A A B format.

Students will be educated in the instruments of the orchestra and learn to describe then classify them in the appropriate families. They will apply this knowledge through the study of Program Music, in particular, Saint Saens’s work “Carnival of the Animals”. They will have the opportunity to learn a concert band instrument (trumpet, trombone, euphonium, French horn, clarinet, flute) through the Grade 5 Band Program. Students may then elect to continue learning their instrument through the Instrumental Program.

Areas of Study:

Musicianship

Composition

Performance (vocal and band program)

Music Listening

Learning Outcomes:

On completion of this unit students should be able to:

- Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform
- Describe how blues music 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

Assessment Tasks:

1. Musicianship: students are required to complete a series of tasks utilising their ability to aurally recognise rhythms and melodies
2. Composition: students will be required to compose their own blues song and describe the contextual issues
3. Performance: students will perform concert band and vocal repertoire
4. Music Listening: Students can analyse, describe and respond to Program Music

Physical Education Course Content

Students in Years 5-6 further develop and refine their fundamental movement skills, learn about the common skills/features of major games and expand their understanding of movement strategies and different tactical solutions to increase their sense of success in physical activities. Various games and sports skills are refined, with formal rules, sportsmanship and fair play all being major focal areas. Physical skill development is further enhanced and fine-tuned. The Health and Physical Education program in these years plays an important role in supporting, encouraging and maintaining lifelong physical activity participation. Practical learning experiences in these years are specifically designed to support students in selecting, implementing, and maintaining an appropriate physical activity routine to enhance health and wellbeing routines beyond the primary years. Student activities and achievements made outside the school environment are also supported and recognized within the school context on a regular basis.

Australian Curriculum Strands

Moving our body sub-strand, Understanding Movement sub-strand, Learning Through Movement sub-strand.

Areas of Study

Enhancement of Fitness (through Fitness testing); Net/Wall sport (Newcombe, Volleyball, Badminton, Table Tennis); Striking/Fielding Sports (Softball, TeeBall, Cricket); Invasion Sports (Soccer, AFL, Basketball, Netball, Sofcrosse, Indoor Hockey, Touch Rugby, Gaelic); SEPEP units – encouraging leadership and taking on important roles; Creative Games.

ACARA Learning Outcomes / Achievement Standards

- Practise specialised movement skills and apply them in a variety of movement sequences and situations
- Propose and Apply movement concepts and strategies with and without equipment
- Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing
- Manipulate and modify the elements of effort, space, time, objects, and people to perform movements sequences
- Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities
- Apply critical thinking processes in order to generate and assess solutions to movement challenges
- Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities

Assessment

Physical Performance Assessment

Assessment is based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records. An assessment rubric is completed each semester which outlines student achievement according to the Australian curriculum standards.

The assessment will gather evidence of the student's ability to:

- Demonstrate skills to work collaboratively and play fairly
- Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes
- Solve movement challenges
- Apply the elements of movement when composing and creating movement sequences

Year 5-6 Sport

At Hillcrest Christian College we view participation in the College's Sporting Program as being an important aspect of a student's life at the College. Each year all students will have the opportunity to participate in sport at both an intra-school (House Athletics, Swimming and Cross Country) and inter-school (C.S.E.N.) level in sports such as Swimming, Athletics and Cross Country. Over the last two years we have also introduced fortnightly interschool sport against other schools in the Christian Sports Network (Christian Schools Sports Network – C.S.E.N.).

Through Inter house, Major Carnivals and C.S.E.N Mid weekly sport our students are given the opportunity to compete at an elite level, to challenge and excite our students' passion to be the "best they can be". It also ensures countless opportunities to enhance their physical fitness and co-ordination whilst developing good sportsmanship and instilling Christian values in their sporting lives.

On campus, we are blessed with our MPC (Multipurpose Centre), our own Cross Country training course, 5 Soccer pitches, 2 Football grounds, 2 internal and 2 external Basketball courts, an external cricket net complex as well as a massive amount of grassed areas suitable for games such as Softball and Cricket, and a sand court for Volleyball and Newcombe.

Major C.S.E.N Sporting carnivals occur throughout the calendar year and Midweek sports occur regularly on Friday mornings. Mid-week sports on offer include:

Boys: Term 1 and 2. Football, Soccer, Newcombe and TeeBall

Term 3 and 4. Soccer, Softball, Basketball, TeeBall and Volley stars

Girls: Term 1 and 2. Soccer, Netball, Newcombe and TeeBall

Term 3 and 4. Soccer, Softball, Volley stars, Rounders and Basketball

Hillcrest Christian College provides ample sporting opportunities for our students from a house sport level right through to elite level.

Course Content

The Year 5 Science course introduces students to the various sub-topics found in Science. They analyse how the form of living things enables them to function in their environments. They describe the key features of our solar system, pose questions for investigation and communicate their findings in a range of ways. Students investigate and describe the key features of our solar system, pose questions for investigation and communicate their findings in a range of ways. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions. Students investigate and describe States of Matter. Properties are observed and identified. They pose questions for investigation and communicate findings in a range of ways. Students also investigate the properties of light, including reflection, refraction and transparency. They engage in hands-on activities to observe and describe how light travels, and how light enables us to see. They investigate materials that are opaque, transparent or translucent. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. Student discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions.

Australian Curriculum Strands

Science Inquiry Skills; Science as a Human Endeavour; Science Understanding

Areas of Study

Living Things; Solar System; Solids, Liquids & Gases; Light; Experimentation

ACARA Learning Outcomes / Achievement Standards

At the end of the course students:

- Classify substances according to their observable properties and behaviours
- Explain everyday phenomena associated with the transfer of light
- Describe the key features of our solar system
- Analyse how the form of living things enables them to function in their environments
- Discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions
- Follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation
- Use equipment in ways that are safe and improve the accuracy of their observations
- Construct tables and graphs to organise data and identify patterns in the data
- Compare patterns in their data with predictions when suggesting explanations
- Describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts

Assessment

- Unit Tests
Students are required to summarise, and use scientific reasoning skills to demonstrate an understanding of the key aspects of each topic. Short formative tests/quizzes will be completed during each topic.
- Practical Investigations
Students are required to submit selected reports on laboratory experimentation undertaken in class.
- Inquiry Investigations
Students are required to explain advances and concepts in science through extended investigative work. Purposeful communication will be completed with students making use of both modern technologies and traditional methods.

Course Content

This course provides students with the opportunity to build on the skills and techniques learned in Junior School. Students will have the opportunity to learn about artists and how they practise as well as create a series of original artworks using a variety of media. Areas covered will include drawing skills, including rendering and perspective drawing, as well as painting. Students will use pencil, pastel and paint to produce their own artworks.

Australian Curriculum Strands

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions

Develop and apply techniques and processes when making their artworks.

Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks.

Areas of Study

Drawing; rendering; perspective drawing; portraiture; still life; collage; water colour; pastels; painting.

ACARA Learning Outcomes / Achievement Standards

- Explain how ideas are represented in artworks they make and view
- Describe the influences of artworks and practices from different cultures, times and places on their art
- Use visual conventions and visual arts practices to express a personal view in their artworks
- Demonstrate different techniques and processes in planning and making artworks

Assessment

- Visual Diary
Students will document and record their preparation for all tasks in their Visual Diary. Preliminary drawings and notes will be kept in this book.
- Folio of Art Works
Students will produce a range of original art works, which will be assessed for this task. Art works will range from drawings through to paintings conducted during class time.
- Art Appreciation
Students will conduct a study of art appreciation during the semester and complete written tasks to demonstrate their knowledge.

YEAR 5 - ENRICHMENT PROGRAM

Bike Education

Claymation

Equestrian

Guitar

Survivor Boys

Survivor Girls



Yet, O Lord, you are our Father.
We are the clay, you are the
potter; we are all the work of
your hand.

Isaiah 64:2

Your love, O Lord, reaches to the
heavens, your faithfulness to the
skies. Your righteousness is like
the mighty mountains, your
justice like the great deep. O
Lord, you preserve both man
and beat. How priceless is your
unfailing love!

Psalms 36: 5-7

The Year Five Enrichment Program is designed to expose students to specialist subjects over the course of the year as part of our transition program into Year Seven and into Senior School, as well as to provide opportunities where students can explore their gifts and talents. These subjects are of a practical nature aimed to give each student some basic skill development and enjoyment. As the program operates by term rotations and classes are limited in number, these subjects are not formally assessed.

BIKE EDUCATION

Bike Education is a Term course that consists of a combination of classroom activities and practical sessions. The program aims to: raise student awareness and understanding of the road traffic environment and laws; assist students in developing skills for checking and maintaining their bikes; and develop competencies for safely riding on the road.

CLAYMATION

Students in the Claymation Enrichment Program work in small groups throughout Term 4 to produce an animation in which clay figurines are manipulated and filmed to produce an image of lifelike movement. This also includes the designing of a background against which the action is filmed, a written script and recording of voices in the dialogue.

EQUESTRIAN

Is offered in Semester 1 and 2. Students may choose to undertake Equestrian in Semester 1 or 2. Please refer to the information on the second page of this letter.

Equestrian is a Semester subject during which students learn about basic horse behaviour and the impact this has on developing safe relationships between horse and handler. They actively engage in caring for the College horses, including grooming, feeding and maintaining equipment. Teaching is adapted to the student's level of skill and knowledge.

GUITAR

The Guitar Program is a course that provides students with the opportunity to learn guitar and participate in group music making throughout Term 4. Through participation in this program students develop team skills, sound production, performance technique, chords and how to play particular songs. It is an introductory course designed to give students the opportunity to learn basic guitar.

SURVIVOR (Girls & Boys)

The Survivor Program gives students the opportunity to learn some basic outdoor skills including shelter building, rope craft, and direction finding. This course is designed to help connect the students to peers and staff by being involved in fun, outdoor activities. It involves aspects of physical exercise, problem solving and group work by incorporating games, theory and practical activities conducted in and outside the classroom.