

HILLCREST CHRISTIAN COLLEGE



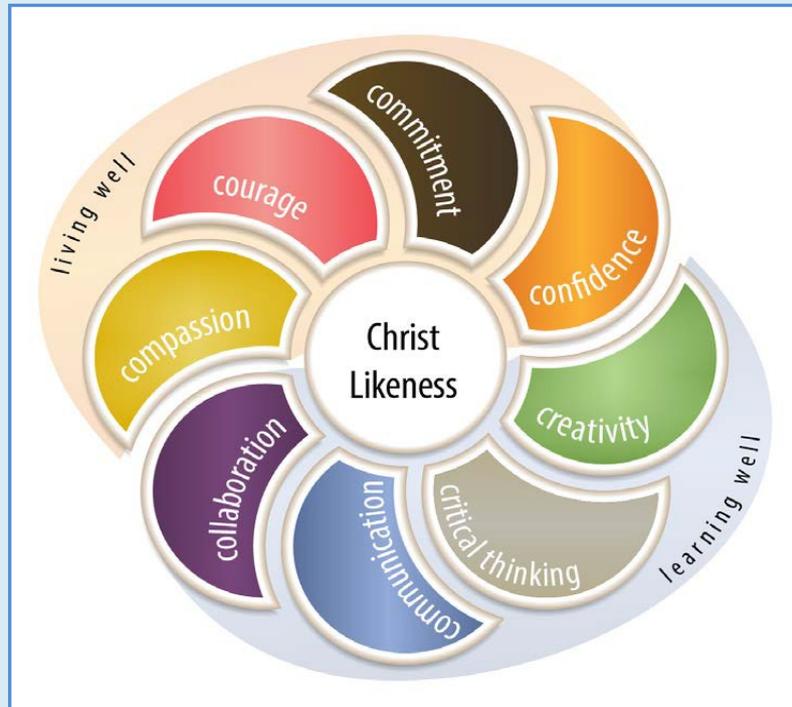
YEAR 6 HANDBOOK 2017

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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 6

The philosophy of education at Hillcrest Christian College is to develop students who are Christlike, confident, creative, courageous, compassionate and connected, whilst achieving their personal best academically, socially, emotionally and spiritually. Students are provided with a diverse range of educational and extra-curricular activities to assist them in developing an awareness of self, their strengths and weaknesses, and God given gifts and talents.

The curriculum at Hillcrest Christian College is centred around the Australian Curriculum and Christian principles to ensure that each child has an equal opportunity to become successful learner, active and interconnected citizens within our society.

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 at this age are transitioning into adolescence. The curriculum, programs and activities provided are carefully planned by a dedicated team of staff members, to support students with skills that will assist in positively embracing the changes they are faced with and in preparedness for the secondary years of schooling.

Year 6 students are taught by a team of staff members who are committed to work in partnership with students, staff and parents to provide the best possible outcomes for each student.

YEAR 6 TRANSITION PROGRAM

Year 6 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 their transition from Primary to Secondary education, the Year 6 and Year 7 Level Coordinators and teaching teams collaborate to ensure a smooth transition into Year 7.

Throughout the year, the Middle School fortnightly House Devotions also allow the Year 6 students to mix with students of each Year Level within Middle School, including the Year 7s and 8s. In addition, House Captains and Vice Captains who are elected from Year 6 students take part in the Student Leadership Program which runs on a weekly basis, allowing them the opportunity to grow in their leadership skills and be involved in the College community as well as in the local community.

Orientation Day

Orientation Day is an opportunity for students to spend time in their new Year 6 class with their Pastoral teacher and peers before the new year commences. Students familiarise themselves with their new environment and are provided with the opportunity to ask questions and gain an understanding of new routines and expectations.

Testing Day

A Testing Day is held each year in November for new students enrolled to commence in 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 6 Camp

The Year 6 students are all expected to participate in the Year 6 camp to Canberra, which is an exciting opportunity for students to develop friendships and consolidate their knowledge and understanding of Australia's Capital and the topic of Government covered in Term One. Students visit the Mount Ainslie Lookout, Questacon – The National Science and Technology Centre, Australian Institute of Sport, Electoral Education Centre, Museum of Australian Democracy at Old Parliament House, Parliament House, National Museum of Australia, Australian War Memorial, Royal Australian Mint and are Embassy Drive.

YEAR 6 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
- Sports- Interschool Sports
- Science
- Visual Arts

The Enrichment Subjects

- Drama
- Equestrian
- Food Studies
- SPARK
- Visual Arts- Ceramics

YEAR 6 TIMETABLE

The Year 6 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	14
Music	2
Physical Education	4
Science	5
Visual Arts	2
TOTAL	60 PERIODS

HOMEWORK

The College homework policy is that all Year 6 students should be engaged in a 40 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. This will assist them in developing work habits that are essential for success at higher levels.

YEAR 6 – CORE SUBJECTS

Christian Studies

Digital Technologies

Discovery Learning

English

Health and Wellbeing

Humanities – Geography

Humanities – History

Languages – German

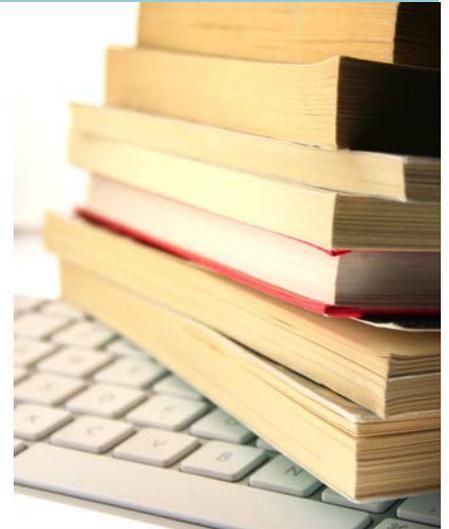
Mathematics

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

Students will learn about people who received promises from God and will come to understand that God's promises can be trusted. They will learn how Jesus fulfils God's promises and why people continue to trust Jesus today.

Areas of Study

Semester 1:

- Who is Jesus? – Luke's Gospel
- God's big Promises to:
 - Abraham
 - Jacob
 - Joseph

Semester 2:

- God keeps his promises
 - Moses
 - The Exodus
 - The Promised Land
- God's promises for the whole world – Romans

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 further develop problem solving abilities using Microsoft Excel spreadsheets and binary code. Finally, students will be further introduced 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, scripts and folders

Course Content

The Year 6 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

- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
- Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style

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

Course Content

The Year 6 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, and to use that understanding when communicating to others. English skills are cross-curricular, supporting learning and understanding in preparation for the rigour of Year 7.

Australian Curriculum Strands

Language; Literature; Literacy

Areas of Study

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

Writing: Historical Recounts, Information Narratives, Traditional Tales, Persuasive, Poetry, Information Report, Description, Explanation, Biography

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

ACARA Learning Outcomes / Achievement Standards

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

- Understand how the use of text structures can achieve particular effects
- Analyse and explain how language features, images and vocabulary are used by different authors to present ideas, characters and events
- Compare and analyse information in different and complex texts, explaining literal and implied meaning
- Select and use evidence from a text to explain their response to it
- Listen to discussions, clarifying content and challenging others' ideas
- Understand how language features and language patterns are used for emphasis
- Show how specific details can be used to support a point of view
- Explain how their choices of language features and images are used
- Create detailed texts elaborating on key ideas for a range of purposes and audiences
- Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect
- Demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing
- Use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria

Assessment**Semester 1**

- Literature: Literature Circles & Novel Study
Students are required to contribute to weekly discussions and maintain a portfolio of reading responses
- Language: Students will identify structural and language features of the genres covered with examples provided and using graphic organisers
- 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

Semester 2

- Literature: Novel Study
Students are required to plan and participate in a *group sharing task* in relation to their novel study. This activity will be presented orally to the reading group and teacher.
- Independent Novel Study
Students will write in a range of genre related to novel studies, genre studies and cross-curricular learning
- Literacy: Students will write in a range of genre related to novel studies, genre studies and cross-curricular learning, including presentation of an e-book
- Literacy: Students will engage in language enrichment tasks to demonstrate use of vocabulary, spelling and grammar

Course Content

The Year 6 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 Bullying, Building Resilience, Changing and Growing, Body Image & Self Esteem, Smoking and Goal setting will be 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

Bullying, Building Resilience, Changing and Growing, Bod Image & Self Esteem, Smoking, Goal setting.

ACARA Learning Outcomes / Achievement Standards

- Investigate developmental changes and transitions associated with puberty
- Explain the influence of people and places on identity formation
- Describe their own and others' contribution to health, physical activity safety and wellbeing
- Recognise the influence of emotions on behavior and discuss factors that 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
Students are required to complete all tasks within the student flexibook.

Course Content

The content in the geography sub-strand focuses on developing students' understanding of *place, space, environment, interconnection, and change*. The curriculum focuses on the geographical diversity and variety of connections between people and places, in particular, Asia. Students explore the diverse environments, peoples and cultures within the Asia region (space, place & environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).

Australian Curriculum Strands

Knowledge and Understanding-Geography

Inquiry and Skills- Geography

Areas of Study

A Diverse and Connected World

A Global Study

ACARA Learning Outcomes / Achievement Standards

By the end of Year 6, students:

- Explain the characteristics of diverse places in different locations at different scales from local to global
- Describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people
- Describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena
- Identify and describe alternative views on how to respond to a geographical challenge and propose a response
- Develop geographical questions to frame an inquiry
- Locate relevant information from a range of sources to answer inquiry questions
- Represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point
- Interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions
- Present findings and ideas using geographical terminology and graphic representations in a range of communication forms
- Propose action in response to a geographical challenge and describe the expected effects of their proposal

Assessment

A Diverse and Connected World

- Compare/Contrast – Indigenous Peoples
- Mapping – Australia and its relationship to Asia and the world
- Personal Project – Australia, Asia and the world

A Global Study

- Oral Presentation – Global Poverty
- PPT Presentation – Australian Aid Organisations

Course Content

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (change and continuity, cause and effect, perspectives). Through studies of the experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).

Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives).

Australian Curriculum Strands

- Knowledge and Understanding-History
- Inquiry and Skills- History

Areas of Study

- Australia as a Nation
- Australia's Changing Society

ACARA Learning Outcomes / Achievement Standards

By the end of Year 6, students:

- Identify change and continuity and describe the causes and effects of change on society
- Compare the different experiences of people in the past
- Explain the significance of an individual and group
- Sequence events and people (their lifetime) in chronological order, and represent time by creating timelines
- Develop questions to frame an historical inquiry
- Identify a range of sources and locate and compare information to answer inquiry questions
- Examine sources to identify and describe points of view
- Develop texts, particularly narratives and descriptions
- Organise and present their information, using historical terms and concepts and incorporate relevant sources

Assessment

Australia as a Nation

- Pre- and Post-test – KWHL chart
- Test – Australia's System of Government
- Research Project – Levels of Government
- Research Project – Making Laws

Australia's Changing Society

- Quiz
- Migration Movie
- Visual Representation – Key Events Leading to National Apology
- Information Report

Course Content

The Year 6 German course introduces students to topics of holidays, leisure activities, past times, music, sport and celebrations in German-speaking countries.

Australian Curriculum Strands

Communicating: socialising, informing, creating, translating and reflecting

Understanding: systems of language, language variation and change, the role of language and culture

Areas of Study

Holidays, leisure activities, expressing opinions, likes and dislikes, animals, colours, numbers, pronunciation, celebrations and Poetry Competition.

ACARA Learning Outcomes / Achievement Standards

By the end of Year 6, students should be able to:

- 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
- 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
- Use some forms of common regular verbs in the present tense, some irregular verb forms, and limited forms of modal verbs, simple past tense verbs, and the accusative case
- Respond and use interrogatives and some ja/nein questions
- Compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and create texts in German and English for the classroom and school community
- 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 6 Mathematics course revises and expands on prior student learning. Students explore mathematics concepts within 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 describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations

Fluency includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables

Problem Solving includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles

Reasoning includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results

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 should be able to:

- Recognise the properties of prime, composite, square and triangular numbers
- Describe the use of integers in everyday contexts
- Solve problems involving all four operations with whole numbers
- Connect fractions, decimals and percentages as different representations of the same number
- Solve problems involving the addition and subtraction of related fractions
- Make connections between the powers of 10 and the multiplication and division of decimals
- Describe rules used in sequences involving whole numbers, fractions and decimals
- Connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation
- Make connections between capacity and volume
- Solve problems involving length and area
- Interpret timetables

- Describe combinations of transformations
- Solve problems using the properties of angles
- Compare observed and expected frequencies
- Interpret and compare a variety of data displays including those displays for two categorical variables
- Interpret secondary data displayed in the media
- Locate fractions and integers on a number line
- Calculate a simple fraction of a quantity
- Add, subtract and multiply decimals and divide decimals where the result is rational
- Calculate common percentage discounts on sale items
- Write correct number sentences using brackets and order of operations
- Locate an ordered pair in any one of the four quadrants on the Cartesian plane
- Construct simple prisms and pyramids
- List and communicate probabilities using simple fractions, decimals and percentages

Assessment

Topic Tests

Students are required to demonstrate their understanding of key skills found in each topic. Each topic test requires them to apply their knowledge in context of a real life situation.

Strand overviews

Students will demonstrate their knowledge of multiple topics from the same strand. These assessments require multiple steps and application of a variety of strategies in order to find a solution. They also assess a student's mathematical reasoning and problem solving ability.

Diagnostic Assessment

Students are given a diagnostic assessment to identify progress over an extended period of time, as well as identifying any gaps in knowledge and understanding.

Course Content:

Students learn through the Kodaly Method, and focus on melodic and rhythmic elements and will 'make conscious' *fa, do* (*high do*), dotted crotchet (*tam-ti*) and syncopated rhythms (*syncopa*). They will continue revising *do, re, mi, so, la*, and rhythms *ta, ti-ti, tika-tika, ti-tika and tika-ti*. Repertoire will be used to explore these concepts include "Pit, Pit a Pat", "Lion Hunt" and "Jim Along", "Rocky Mountain", and "Frog Song". Students learn about stylistic features of Jazz music and experiment with expressive variation and instrumental improvisation through a series of games and ensemble activities. In Term 2 they begin learning about common forms in music and are introduced to the Rondo structure. During Term 4 students learn a variety of non-Western pieces as a class band. Students who learn an instrument are encouraged to bring it to lessons to play during Term 2 and 4.

Areas of Study:

Musicianship

Improvisation

Performance of Repertoire (vocal and class band songs)

Composition

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 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.

Assessment Tasks:

1. Musicianship: students are required to complete a series of tasks utilising their ability to aurally recognise rhythms and melodies.
2. Improvisation: participate in class activities and/or perform to the class
3. Performance: students will perform vocal and ensemble repertoire in a variety of styles
4. Composition: Students will compose and notate their own Rondo, and perform it to the class

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 6 Science course introduces students to the various sub-topics found in Science. The Year Six Science curriculum allows students to investigate the causes of earthquakes by the analysing of the layers beneath the surface of the earth. They examine how the force of an earthquake is measured and how much damage can be done to human environments, especially in built-up areas. Students look at many different types of materials and the way they react when mixed with other chemicals. The key changes that students analyse include materials placed in water, heating and cooling and testing the reversibility of various processes such as burning and cooking. Students investigate different energy sources and consider whether these energy sources are sustainable. They recognise how electrical circuits provide a means of transferring and transforming electricity and investigate different electrical conductors, insulators and explore features of electrical devices. Students investigate how the growth and survival of living things are affected by their environment and physical conditions by experimenting with plants using different soil types, fertilizer and water. 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

Earthquake Explorers; Chemical Change; Electricity; Living Things; Experimentation

ACARA Learning Outcomes / Achievement Standards

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

- Compare and classify different types of observable changes to materials
- Analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity.
- Explain how natural events cause rapid change to Earth's surface
- Describe and predict the effect of environmental changes on individual living things
- Explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions
- Follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships
- Identify variables to be changed and measured and describe potential safety risks when planning methods.
- Collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data
- Describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings

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 previous years. 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
The 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 6 - ENRICHMENT PROGRAM



Drama

Equestrian

Food Studies

SPARK

Visual Arts- Ceramics

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 Six 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. Following are brief descriptions of each subject:

DRAMA

Drama is a Term subject that allows students to discover their giftedness in this area of the Performing Arts. Students participating in Drama, work on group plays together, which assists in developing skills that are necessary for team work. They are introduced to the concepts of improvisation, movement, play building, warm-up exercises and voice.

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.

FOOD STUDIES

Food Technology is a Term course where students also gain essential life skills that support academic learning in subjects like Literacy, Numeracy, Science and Health through hands-on food preparation and cooking classes. Healthy eating is promoted through this subject and students are encouraged to become involved in the maintenance of the program's vegetable garden. Students who study this subject often find themselves enjoying new and interesting food that they have learnt to make safely and hygienically.

SPARK

SPARK is a Term course where students learn and participate in fun, fitness and participation based activities. These help develop students' aerobic capacity, flexibility, muscular strength and muscular endurance while understanding how fitness relates to them individually.

VISUAL ARTS - CERAMICS

Ceramics is a Term subject that provides students with the opportunity to expand upon their experiences in the Visual Arts. Students experiment with the use of clay in the production of a variety of artworks. They explore the use of design and texture within Ceramics and then apply knowledge to a range of tasks. Students develop skills in creative thinking and planning as they are required to visualise and design their clay creations, which will then be made and constructed using a variety of clay building techniques.