YEAR 5
INFORMATION
BOOKLET
2016
INTRODUCTION

We hope your child will have a happy and successful year.

This booklet outlines some aspects of the curriculum program for 2016. Where appropriate we have included some ideas to assist your child’s progress at school.

We endeavour to provide a curriculum with the following characteristics:

• There is progressive development of knowledge, skills and values.

• Students are encouraged to respect others and work cooperatively with each other.

• Students are helped to grow in confidence and to take responsibility for their own learning.

• Account is taken of the variety of individual learning styles and teaching strategies are varied accordingly.

TEACHING STAFF

Classroom Teachers:
Michelle Franks 5MF
Matt Laws 5ML
Melissa Veysey 5MV

Integration Aides:
Louise De Graauw 5ML
Vicki Cuskelly 5MV

Specialist Teachers:
Becky Liu LOTE Chinese
Kate Schie Physical Education
Ray Legione Art
Lynne Burt Music
Curriculum

AusVELS (National Curriculum)

The National Curriculum is set in three main strands or areas. They are:

- knowledge and understanding from the key subjects of English, Science, Mathematics, Humanities (Geography, History, Economics), Languages and The Arts

- physical, personal and social skills such as being active and healthy, developing self confidence, managing personal learning and working with others, civic knowledge and understanding and community engagement

- other essential skills that apply across curriculum areas such as thinking, design, problem solving, communicating, and using information and communication technology.

These areas are all important to the development of a well-rounded and confident young person. The Standards aim to meet the challenges of preparing young people for a world in which knowledge is highly valued and constantly changing, a world in which work, society, community and personal relationships are subject to increasingly complex pressures.

Young people need a broad range of knowledge and social, personal and thinking skills to be successful. The Standards enable young people to develop through their schooling and prepare them for their final years of study.

There is a strong emphasis on literacy and numeracy. In addition students learn about health, physical education and interpersonal development. As students move through primary school (Year 5 and Year 6), additional areas from the three strands such as science, information technology, and civics and citizenship are introduced into the student program.
Students in the middle years consolidate and build on the basic knowledge and skills related to texts and language that they developed in their early stage of schooling. Typically, they are now independent readers and writers who can undertake structured activities with some autonomy. As students work towards achievement at AusVELS Level 5, the focus is on expanding the range and complexity of the texts students speak, listen to, read, view and write. There is a particular emphasis on responding to texts with more critical awareness and on developing research and reporting skills.

**Reading**
At level 5 students:

- read, interpret and respond to a wide range of texts.
- discuss and analyse these texts containing familiar and unfamiliar concepts, and construct interpretive responses by referring to the text and their own knowledge and experiences.
- describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts.
- analyse imagery, characterisation, dialogue, point of view, plot and setting.
- use strategies such as reading on, using contextual cues, and drawing on knowledge of text organization when interpreting texts containing unfamiliar ideas and information.

Students will participate in reading activities such as:
silent reading, directed and shared reading, comprehension, research, poetry reading, plot and character analysis and media studies.

### Ways Parents Can Help:

School diaries are provided.

Please encourage your child to develop regular reading habits and record it in their diary. Ask questions about what is read to check for understanding and remember to occasionally hear your child read aloud to check pronunciation of unfamiliar words. This is also a good opportunity to discuss meaning in context.

Please sign the diary each week.

**Writing**
Writing is a process that involves thinking, talking, reading and writing. Writing experiences include personal writing (journals), recounts, procedure, information reports, explanations, note taking, poetry, stories, projects, discussion and persuasive texts. Students brainstorm, plan, compose, revise and edit their work. Students may work independently or with others on authentic research tasks. Correct grammar and spelling are investigated through writing tasks.

An outline of the writing approach frequently used is described below.

1. Select a form of writing, e.g. How to write a recipe.
2. Teacher models writing with students.
3. Students write a first draft.
4. Proof read to oneself, a friend or the teacher.
5. Students have a writing conference where the mechanics of writing, spelling, punctuation and grammar are attended.
6. Prepare for publication (if required).

**Spelling**

Learning to spell is an aspect of learning to write. Students need to use words both orally and in writing.

Personal lists of words are derived from many sources – draft writing books, class topics, interest words from current events and high frequency words that everyone needs to know (e.g. why, because, they, said, etc).

**Parents can help by:**

Encouraging children to “have a go” at spelling words they are not sure of when writing at home. If you give them a correct spelling before they’ve had a go themselves, it’s likely they won’t be able to spell it correctly next time either.

Simply being aware and interested in words.

Playing word games such as Scrabble, Boggle and Hangman.

**Handwriting**

Students are encouraged to develop a legible and personalized handwriting style. Attention is given to letter formation, size, shape, spacing and presentation.

**Parents Can Help By:**

Checking for correct pen grip.

Encouraging and praising neatness and good format.

**Speaking and Listening**

At level 5 students will participate in formal and informal activities in which they plan, rehearse and think about the way in which they speak and listen.

Students will participate in activities such as:

- debating, play reading, discussion groups, prepared talks, impromptu talks,
- poetry recitations, dramatic performances and story telling.

They will be encouraged to adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.

When listening, they identify the main idea and supporting details of spoken texts and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.
MATHEMATICS

Through learning Mathematics in school, students will work towards acquiring mathematical skills and knowledge so they can deal confidently and competently with daily life.

Learning Mathematics involves mastery of several components:

- Knowing mathematical facts (such as multiplication tables, the distributive law or the meaning of a polygon).
- Being able to carry out mathematical procedures (such as adding numbers or drawing a graph).
- Being able to use Mathematics in solving problems.

The Mathematics curriculum aims to engage students in positive learning experiences, which are structured to develop mathematical skills and knowledge in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

**Number and Algebra**

- Solve simple problems involving the four operations using a range of strategies.
- Estimate to check the reasonableness of answers and approximate answers by rounding.
- Identify and describe multiples and factors.
- Explain plans for simple budgets.
- Order decimals and unit fractions and locate them on a number line.
- Add and subtract fractions with the same denominator.

**Measurement and Geometry**

- Use appropriate units of measurement for length, area, volume, capacity and mass, and calculate the perimeter and area of rectangles.
- Convert between 12 and 24-hour time.
- Use a grid reference system to locate landmarks.
- Estimate angles and use protractors and digital technology to construct and measure them.
- Connect three-dimensional objects with their two-dimensional representations.
- Describe transformations of two-dimensional shapes and identify line and rotational symmetry.

**Statistics and Probability**

- Pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology.
- Compare and interpret different data sets.
- List outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1.
**SCIENCE**

Students will describe how components within systems function together in biological, chemical, earth and space, and physical science contexts. For example, the distinction between a star, a moon and a planet or the effects of different cooking processes on food.

Students will plan and report on investigations.

**HISTORY**

Students demonstrate their knowledge and understanding of Australian history through the study of key events in the development of Australia such as the early years of exploration and settlement, the 1850s gold rushes; and other historical events.

Students will sequence events in chronological order, using timelines. When researching, students will develop questions to frame an historical inquiry. They will use a range of sources and locate and record information related to this inquiry.

**GEOGRAPHY**

Students will identify and describe Australia’s natural processes for example, drought, flood and bushfire. They will look at how people react to, prepare for and manage natural disasters.

Students explore environmental issues and consider possible solutions to current and future challenges.

Students develop more complex mapping skills and use conventional geographic language, including scale, compass points for direction, grid references and legends, to locate places.

**ECONOMICS**

Students will gain an understanding of the distinction between needs and wants. They will investigate the importance of personal money management and the role of banking, budgeting and saving.

Students will explore an economic issue; for example investigating how to spend fundraising proceeds.
CIVICS AND CITIZENSHIP

Students will identify aspects of democracy that reflect democratic values and principals; for example voting and representation. Through a study of current events students will gain an awareness of contributions made by people from various cultural groups to Australia. Students will participate in a range of community activities such as Clean Up Australia Day.

DESIGN, CREATIVITY AND TECHNOLOGY

Students will research, collect data and generate ideas in response to design briefs; for example how to build a bridge. They will communicate a range of design ideas using labelled sketches. They will select and work safely with a range of tools and equipment. They will reflect on their designs and modify them after considered evaluation from peers and teachers, and their own reflections.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Laptops
Students use a range of hardware including computers, digital cameras, and interactive whiteboards across all the disciplines. Activities include:

- Creating a variety of products in Microsoft Word, Excel, PowerPoint, Publisher and Photo Story
- Managing their files.
- Efficiently using the Internet.
- Communicating and sharing ideas using PowerPoint and email.
- Using ICT to assist their thinking processes.

iPads
Students will have exclusive access to an iPad for a third of the year. Apps used include:

- Pages
- Mathletics
- Creative Book Builder
- iMovie
- Explain Everything
- Pic Collage

Students will research on the Internet. Students will be able to email their completed work to parents.
HOMEWORK

Throughout the year your child will regularly receive homework. This will be relevant to the work being undertaken in the classroom. Students are encouraged to complete set homework tasks to develop responsibility and time management skills. Homework may include practice exercises in Mathematics and spelling, research projects and preparation for oral presentations. In term three students will be able to choose from a wide range of tasks, for example cooking a meal. One of these tasks must be completed each week.

Homework tasks will be given out on Friday and must be returned by the following Thursday (or before if completed). We do expect that all students read regularly. Encourage your child to read by visiting the library together, talking about books and authors and reading together. Have fun practising times tables and challenging your child to improve their spelling skills and extend their vocabulary.

The diary is a valuable communication link between home and school. You are welcome to make comments or acknowledge student effort and improvement. It would be helpful if finished homework was checked and signed by you for correctness and presentation.

SPECIALIST AREAS

A specialist teacher takes each class for a weekly session.

PHYSICAL EDUCATION
Kate Schie

Activities focus on:
Ball Handling       Gymnastics
Minor Games        Major Games
Athletics           Aerobics
Circus skills      Swimming

The 5/6 Sport program involves opportunities for teams and individuals to be involved in competitive experiences at school, district, region and state level. Sporting excursions and clinics, the school tennis program, and circus skills are also part of the Year 5/6 Sport program.

Please ensure your child has appropriate clothing and footwear to participate successfully in P.E/Sport.
ART
Ray Legione

The Art program provides stimulating learning experiences, which promote self-expression, provide for creativity and imagination in addition to the development of particular skills.

Main areas included in the Art and Craft program are:

- Painting
- Printing
- Construction/ threads
- Modelling/ sculpture
- Drawing
- Collage/ paper skills
- Textiles

LIBRARY
Taken by class teachers

Students have a weekly library session of forty minutes. These sessions focus on various aspects including literature, research, library skills and browsing and borrowing. Students are encouraged to develop a love of reading and are introduced to a wide range of literature. Regular and responsible borrowing is expected and a Library Bag is required. Participation in the Victorian Premier’s Reading Challenge is also strongly promoted as a worthwhile activity. Students are welcome to visit the Library during designated lunchtime opening times.

L.O.T.E – CHINESE
Becky Liu

Students in Year 5 will have one L.O.T.E lesson of 40-45 minutes per week. This year students will be introduced to many aspects of Chinese culture including popular festivals, hobbies, food and customs. Geographic and cultural comparisons will be made between China and other countries in Asia as well as between Australia and China. Students will also learn about the presence of Chinese culture and language within Australia. Year 5 students will build on their understanding of different elements within spoken and written Chinese, with an emphasis on stroke order and direction. They will increase the number of characters that they can recognise and write and begin to write simple sentences in characters. Year 5 students will participate in a wide variety of engaging activities to support their learning and work towards developing a strong foundation in the language.
PERFORMING ARTS
The Year 5/6 Performing Arts program promotes the exploration of Music, Dance and Drama, through activities with the classroom teachers as well as specialist Music classes.

Mrs Lynne Burt provides a varied and creative Music program for each class. The program provides for playing, singing, moving, listening, creating, improvising, reading and writing music through a wide variety of activities. Students work independently and in groups and are encouraged to develop skills in confidence, persistence, organisation, getting along and resilience in addition to musical skills. There is a Percussion Ensemble for senior students (who rehearse at lunchtime) and a number of additional visiting teachers who run lessons in Drumkit, Keyboard, Guitar and Voice, during school time.

STUDENT WELLBEING
Bimbadeen Heights is a KidsMatter school. We believe that children who feel happy and safe in the school environment are more likely to become successful learners. Recognising the link between wellbeing and learning, our programs and practices support the development of social and emotional skills and positive mental health. B.H.P.S. acknowledges that the relationships between all members of the school community, students, teachers, parents and our local neighbourhood is an important factor in providing a safe, supportive and inclusive school environment.

Student Wellbeing forms the basis of all class programs at Bimbadeen Heights. Through a positive, proactive approach, we aim to provide students with a school environment and curriculum that will allow them to become happy, successful achievers possessing the qualities and attitudes that will lead them to a life long love of learning and personal fulfilment.

The ‘You Can Do It!’ Education Program provides the major focus for our wellbeing programs and is implemented throughout the school. Through regular participation in class activities, students are encouraged to develop the positive ways of thinking and personal resources that are associated with the four foundations for achievement and social-emotional wellbeing: Getting Along, Organisation, Persistence and Confidence. These all contribute to the development of the fifth foundation - Emotional Resilience.

In addition to ‘You Can Do It!’ students participate in a range of programs, including Rock and Water, M-Power, Human Growth and Development and Life Education. These programs cover such areas as social skill development, conflict resolution, problem solving, anti-bullying, health and drug education.
At all year levels, students are given the opportunity to show responsible leadership and are encouraged to develop supportive relationships with other students and teachers both within their class and year level and throughout the school.

FEATURE STUDENT – TLC
(TEACHER LEARNER CONVERSATIONS)

We are introducing a system this year right across every classroom that we are calling ‘Feature Student – TLC’ (Teacher Learner Conversations). This is a system where every child will be scheduled as a ‘Feature Student – TLC’ once every two to three weeks. The calendar or list will be on display in the classroom so that children will know when their day is coming up.

On their allocated day the teacher will make sure that they formally check on the student’s literacy and numeracy learning and will have a 1:1 conversation with the feature student where they will talk about their learning, what they’re struggling with, what they’re enjoying, any social or friendship issues and anything else that they wish to talk to the teacher about. The teacher will take notes during these conversations.

This is not replacing the ‘Star of the Week’ or other special well-being programs that many classes already have in place. It is also important to understand that this does not mean that the teacher will be focusing on the Feature Students to the detriment of others. They will of course continue to listen to other children read, conference their writing, provide feedback to children and make time to attend to other students needs every day. The ‘Feature Student – TLC’ system is a simple, structured way to ensure that every child gets the benefit of formal teacher feedback on a regular basis.