



YEAR 5 INFORMATION BOOKLET



2019

INTRODUCTION

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

This booklet outlines some aspects of the curriculum program for 2019. 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:

Laura Simkin and Virginia Gardner	5GS
Stacy Brookes	5SB
Tracey Johansen	5TJ

Integration Aides:

Penny Long

Specialist Teachers:

Sarah Cherry	LOTE Chinese
Kate Schie	Physical Education
Melissa Simpson	Art
Lynne Burt	Music



Curriculum

Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards and includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.



Learning areas

The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic. Their enduring nature rests in their different ways of understanding and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world.

Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines.

The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Literacy

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands.

Numeracy

The knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and are reinforced across other curriculum areas. Through this process,

students recognise that Mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

Information and Communications Technologies

The ICT general capability skills are embedded in Mathematics, Media Arts, Geography, English and Digital Technologies.

Learning focus

Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability gives students the knowledge and skills to engage with and better understand their world.

ENGLISH

Reading

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for 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:

independent reading, directed and shared reading, comprehension, research, poetry reading, plot and character analysis and media studies.

Parents can help with reading by:

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 involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.



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 with writing 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 with handwriting by:

Checking for correct pen grip.

Encouraging and praising neatness and good format.



Speaking and Listening

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.



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.

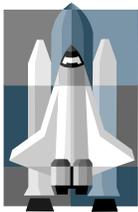
Measurement and Geometry

- 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 a school iPad or their own iPad. Apps used include:

- Pages
- Mathletics
- Book Creator
- iMovie
- Literacy Planet
- 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.

Homework tasks will be given out on Friday. Reading and spelling must be returned weekly on a Thursday and activities from the grid must be

returned fortnightly on 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. Chinese will be fortnightly for some terms.

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

Melissa Simpson

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:



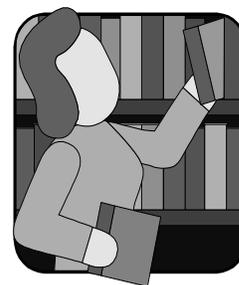
Painting
Printing
Construction/ threads
Modelling/ sculpture

Drawing
Collage/ paper skills
Textiles

LIBRARY

Taken by class teachers

Students have a weekly library borrowing sessions of 15 minutes. 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

Sarah Cherry

Students in Year 5 will have one L.O.T.E lesson of 60 minutes fortnightly for three terms and weekly for one term. 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.

We will continue to develop the student's understanding of the new school values which are: Respect, Compassion, Integrity and Resilience.

In addition to the lessons exploring the school values 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.

CIRCUS PRODUCTION

In 2019 the Year 5 and 6 students will be performing our Circus Production. Students will be able to try different circus skills such as Rolla Bolla, Diablo, Ribbons, Stilts and more. Our Circus Production will be performed on two nights at the end Term 3.

FEATURE STUDENT – TLC (TEACHER LEARNER CONVERSATIONS)

'Feature Student – TLC' (Teacher Learner Conversations) is a system where every child will be scheduled as a 'Feature Student – TLC' once a month. 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.

It is 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.

