Waverley Christian College
WANTIRNA SOUTH CAMPUS
CURRICULUM GUIDE
YEAR 5 2017
# Table of Contents

INTRODUCTION .................................................................................. 1

ART ................................................................................................. 3

COMPUTER .................................................................................... 4

DRAMA .......................................................................................... 5

ENGLISH ......................................................................................... 6

HEALTH & PHYSICAL EDUCATION .............................................. 7

INTEGRATED STUDIES ................................................................... 8

LANGUAGES OTHER THAN ENGLISH (L.O.T.E.) ...................... 9

LIBRARY ......................................................................................... 10

MATHEMATICS ............................................................................. 11

MUSIC ............................................................................................ 12
INTRODUCTION

Primary Curriculum Guide

This Curriculum Guide has been produced to enable parents to gain a better understanding of the curriculum areas covered throughout the Primary School.

It is the College’s aim to help each student understand the relationship between God and His Word in everything they are learning and doing in the classroom.

Ruth Haycock, author of ‘Encyclopedia of Bible Truths for School Subjects’ writes:

“If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story.

What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world’s pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds, about to prove what is that good and acceptable and perfect will of God.”

We believe that all truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

The College endeavours to provide students with a stimulating and challenging curriculum, which will lead each student to realise the God-given potential within.

While curriculum is constantly being reviewed and updated, the ability of God to meet the students’ search for truth through His Word and the Holy Spirit never changes.

“The fear of the Lord is the beginning of knowledge. . . .” (Prov. 1:7)
TO BE EDUCATED
By Carolyn Caines

If I learn my alphabet, can read 600 words per minute, and can write with perfect handwriting, but have not been shown how to communicate with the Designer of all language,

I have not been educated.

If I can deliver an eloquent speech and persuade you with my stunning logic, but have not been instructed in God’s wisdom,

I have not been educated.

If I have read Shakespeare and John Locke and can discuss their writings with keen insight, but have not read the greatest of all books – the Bible – and have no knowledge of its personal importance,

I have not been educated.

If I have memorized addition facts, multiplication tables, and chemical formulas, but have never been disciplined to hide God’s Word in my heart,

I have not been educated.

If I can explain the law of gravity and Einstein’s theory of relativity, but have never been instructed in the unchangeable laws of the One who orders our universe,

I have not been educated.

If I can classify animals by their family, genus and species, and can write a lengthy scientific paper that wins an award, but have not been introduced to the Maker’s purpose for all creation,

I have not been educated.

If I can recite the Preamble to the Constitution, but have not been informed of the hand of God in the history of our country,

I have not been educated.

If I can play the piano, the violin, six other instruments, and can write music that moves men to tears, but have not been taught to listen to the Director of the universe and worship Him,

I have not been educated.

If I can run cross-country races, star in basketball and excel in physical fitness, but have never been shown how to bend my spirit to do God’s will,

I have not been educated.

If I can identify a Picasso, describe the style of da Vinci, and even paint a portrait that earns an A+, but have not learned that all harmony and beauty come from a relationship with God,

I have not been educated.

If I graduate with a perfect score and am accepted at the best university with a full scholarship, but have not been guided into a career of God’s choosing for me,

I have not been educated.

If I become a good citizen, voting at each election and fighting for what is normal and right, but have not been told of the sinfulness of man and his hopelessness without Christ,

I have not been educated.

However, if one day I see the world as God sees it, and come to know Him, Whom to know is life eternal, and glorify God by fulfilling His purpose for me,

Then, I have been educated.
“If God made the flowers, they are worth painting and writing about. If God made the birds they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it’s worth writing poetry about. It is worth man’s while to create works upon the basis of the great works God has already created.”  
- Francis A. Schaeffer, Art and the Bible, p.60.

Brief Description of Course
Children will be encouraged to use direct observation and experience to explore 2D and 3D activities in drawing, painting, print making, collage, textiles and modelling. They will combine and arrange elements to address some principles of art – harmony and repetition. They will share responsibility for solving visual problems in display and discuss ideas expressed in their own work. They will be encouraged to see the role of visual art works in history and compare works from different cultures.

General Aims and Objectives
- To use a variety of media to express aspects of perspective, movement, effects of mood, particular viewpoints, particular time and particular places.
- To use primary and secondary colours and tone to express mood, shade and shadow in painting, print making and collage
- To discuss works by others and their presentation
- To compare visual art works from different cultures
- To understand God is the supreme artist : Creation is God’s artwork
- To allow children to recognise and develop their own God-given creativity
- To plan work for final presentation

Topics
- **Fine Art**: Drawing, Painting, Printing
- **Constructions and Craft**: Construction, Textiles, Collage

Time Allocation
- 1 x 124 minutes alternating each fortnight
- 1 x 42 minutes alternating each fortnight.

Special Requirements
- WCC Art Smock
- Classroom iPad

Assessment
Each unit of work will be assessed on:
- Effort and progress of each unit
- Ability to work and share with others
- Attitude towards the work of others
- Care and responsibility taken for equipment and facilities
- Behaviour
- Assistance given in cleaning up and packing up after activities

“I am sending you Huram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him.”

2 Chronicles 2:13-14
Year 5
COMPUTER

“Never before in human history have we had so much information to process. A weekday edition of The New York Times now carries more information than the average person in the 17th century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion.”

- Wilson da Silva

Brief Description of Course
The Year 3 Computer course introduces students to the computer and develops their computer awareness and capability in two main platforms, Apple Macintosh and Windows. The program aims to get them comfortable with using technology to create content and express their individuality and creativity. Exposing them to the content-rich media age of today, the program motivates them to explore different domains of computing as they move to higher grades.

General Aims and Objectives
- To introduce students to basic computer components (external), port interfaces, human-computer interface devices, software and computer peripherals.
- To effectively navigate the Graphical User Interface (GUI) of Mac OS X and Windows 10, manipulating elements within each operating system to achieve basic objectives of the study domain
- To develop an ability to effectively and safely use computers both independently and creatively - using a wide range of educational software.
- To develop awareness of the place of computers in the home and in the networked-setting of the school

Topics
- Computer Awareness— Parts of a computer (internal and external), port interfaces and human-computer interface devices, logging into the school network, maintaining and saving data
- Emails- good email etiquette and email security (intermediate to advanced level)
- Good sitting and work posture
- Domains of Study:
  - OS: Mac OS X 10.11 El Capitan and Windows 10
  - Touch-typing: Mavis Beacon
  - Emailing: Microsoft Outlook for Mac 2016
  - Movie-Making: iMovie 10
  - Programming and Coding: Programming with iOS and web-based apps / Lego Mindstorms

Time Allocation
- 1 x 42 minutes per week (4 Terms)

Assessment
- Folio of tasks assigned in class
- Touch-typing scores on Mavis Beacon
- Observations

Intelligent people are always ready to learn. Their ears are open for knowledge.
Proverbs 18:15
**Brief Description of Course**

Drama in Year Five continues to build on the skills developed in earlier years. Students are given increased opportunities to devise and script drama independently and collaboratively. They utilise language conventions and ideas to create dramatic action and explore mood and atmosphere in performance. Students incorporate dramatic symbol to communicate meaning and shape and sustain drama for audiences.

**General Aims and Objectives**

- To understand the ability to speak, move and have our being is given to us by God and is therefore found in Him. He will direct our choice of words and actions as we permit Him to do so.
- To creatively explore personal interests, feelings, ideas and understandings and to express these within their own unique performance styles
- To equip students with foundational skills, knowledge and understanding of the various elements of drama and dramatic forms so that they are better positioned to interpret, explore, investigate, create, make and respond to the world around them
- To become increasingly confident in their ability to make meaning in movement and performance through the use of space, shape, pathways, dynamics, rhythm, levels and movement sequences
- To recognise that audience members can respond in different ways when watching and reflecting on drama works

<table>
<thead>
<tr>
<th>Creating and Making</th>
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<tbody>
<tr>
<td><strong>Dramatic Play</strong></td>
</tr>
<tr>
<td>Explores manipulates and applies dramatic elements and stagecraft techniques to enhance their drama works</td>
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<tr>
<td>Collaborates with others to devise and perform sequential narratives in response to given and/or chosen stimuli which explores and resolves conflict and moral dilemmas</td>
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<tr>
<td>Draws on personal and learned experiences, cultural influences and historical events to shape and add depth to their performances</td>
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<tr>
<td><strong>Improvisation</strong></td>
</tr>
<tr>
<td>Investigates sources, generates ideas and manipulates nominated elements individually and collaboratively</td>
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<tr>
<td>Explores dramatic action, character motivation and tension spontaneously in order to present alternative perspectives and ideas to the audience</td>
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<tr>
<td><strong>Voice</strong></td>
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<tr>
<td>Experiments and manipulates the use of expressive skills in order to enhance performance and convey meaning</td>
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<tr>
<td>Incorporates a range of expressive vocal skills, sound effects and character voices to portray mood, atmosphere and focus during a performance or task</td>
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<tr>
<td>Actively engages the audience by varying characterisations, clarity, pitch, rate, tone and volume</td>
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<tr>
<td><strong>Movement and Gesture</strong></td>
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<tr>
<td>Independently and collaboratively explores and incorporates expressive qualities, transitions, transformations and use of space and time to create and sustain belief in character, situation and fictional settings</td>
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<tr>
<td>Investigates and refines big ideas through the use of drama conventions and develops an understanding about themselves and others using a range of drama forms</td>
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<tr>
<td>Considers the purpose and suitability of a drama work for presentation to a variety of audiences</td>
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<tr>
<td><strong>Exploring and Responding</strong></td>
</tr>
<tr>
<td><strong>Fundamental Engagement</strong></td>
</tr>
<tr>
<td>Develops their own scripts and performances to reflect the inclusion of stagecraft elements, dramatic forms, dramatic elements, techniques and processes</td>
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<tr>
<td>Uses appropriate language to describe, discuss and evaluate the various elements of their own performances and that of others</td>
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<tr>
<td>Accurately selects and presents content, stories and themes which reflect historical and cultural contexts within each drama form</td>
</tr>
<tr>
<td><strong>Refine and Respond</strong></td>
</tr>
<tr>
<td>Compares drama works from different times, places and cultures and describes influences on their own works and that of others</td>
</tr>
<tr>
<td>Gives and receives constructive feedback to or from peers about the drama works they are developing, including the use of dramatic elements, stagecraft capabilities and expressive skills</td>
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**Topics**

- Group/partner games and purposeful play (Freeze frames, Tableaux tasks, scripted works)
- Stage craft (playmaking, character development, kinaesthetic learning, stage grid, props, set design)
- Performance and drama forms (formal and informal, mime, movement, improvisation, dance, audience engagement, script memorisation, productions)
- Creation and exploration (role, situation, character, moral responses, cultural influences)

**Time Allocation**

- 1 x 42 minutes per week

**Assessment Checklist**

- Observations
- Rubrics
- Process-focused assessments and checklists
- Select response Test and Quizzes
- Performance
- Journal/Reflection

“Having gifts that differ according to the grace given to us, let us use them” Romans 12:6a
Brief Description of Course
The Year 5 English curriculum has been designed around the three strands of Language, Literature and Literacy. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students experience a range of written and multimodal texts, in order to enjoy, inform and develop their understanding. Students express their own thoughts and feelings through a range of written exercises. Oral communication is developed through questioning, answering and sharing experiences.

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

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

Time Allocation
- Approximately 620 minutes per week

Assessment
- Oral Reading and Reading Comprehension
- Oral Presentations
- Writing
- Grammar
- Spelling Tests

“They read from the Book of the Law of God, making it clear and giving the meaning so that the people could understand what was being read.”
Nehemiah 8:8
Year 5
HEALTH & PHYSICAL EDUCATION

“The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God.”
- Thomas M. Bordon

Brief Description of Course
Sport Education is a major component of the program at the Year Five level. Skills are practiced within the context of different sports skills, rules and game strategies (still modified) are developed. The program aims to provide for positive, enjoyable sporting experiences that will encourage sports participation in later life.

General Aims and Objectives
- To understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness
- To build on the basic ball skills and locomotor skills developed in earlier years
- To improve social confidence and competence in small and large group activities
- To develop teamwork and sportsmanship in a competitive environment
- To develop sports-specific skills, game skills and knowledge in a range of team competitive sports

Topics
- Aquatics
- Fitness
- Athletics
- Sports Covered
  - Australian Rules Football
  - Softball
  - Netball
  - Basketball
  - Soccer
  - Volleyball
  - Cricket
  - Bat Tennis
  - Badminton
  - Hockey
  - Rounders
  - Sofcrosse (lacrosse)

Time Allocation
- 1 x 42 minutes per week P.E.
- 4 x 80 minute aquatics lessons per year
- 2 x 42 minutes per week Inter-School Sports

Special Requirements
- P.E. uniform as per College Handbook

Assessment
- Class Performance

“Do you not know that in a race all the runners run, but only one gets the prize?
Run in such a way as to get the prize. Everyone who competes in the games goes into strict training.
They do it to get a crown that will not last; but we do it to get a crown that will last forever.
Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air.
No, I beat my body and make it my slave so that after I have preached to others,
I myself will not be disqualified for the prize.”
1 Corinthians 9:24-27
Year 5
INTEGRATED STUDIES

“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honoring Him.”
– James F. Jekel

Brief Description of Course
The Year 5 Integrated Studies curriculum combines three key learning areas of Science, History and Geography. The curriculum is designed to develop students’ understanding of local, national and global issues and the interconnectedness of the past, present and future. Students pose questions, gather evidence, conduct experiments, analyse data, draw conclusions and effectively communicate their ideas. Integrated Studies lessons emphasise a Biblical perspective, encouraging students to develop sound values and attitudes such as curiosity and respect for God’s creation and people.

General Aims and Objectives
• To understand God is the Creator
• To gain an understanding of the development of Australia as a nation
• To think critically and creatively
• To develop multiple perspectives and points of view

Topics (To be confirmed)
• Early Australian history – Establishment of colonies
• Patterns of settlement in Australia
• Discovery of Gold
• Contribution of migrant groups and aborigines
• Leaders who have shaped our nation
• Solids, liquids and gases
• The Solar System – apparent movement of stars, planisphere, solar system, movement of earth, sun, moon, lunar phases
• Light – sources and properties of light
• God’s Intelligent Design – features of plants, animals and insects

Time Allocation
• 4 x 42 minutes per week

Requirements
• Display folder
• Exercise book

Assessment
• Topic Tests
• Observation of Participation in Class and Group Activities
• Group and Individual Assignments

“In the beginning God created the heavens and the earth.”
Genesis 1:1
Year 5
LANGUAGES OTHER THAN ENGLISH (L.O.T.E.)

"A man who is ignorant of foreign languages is ignorant of his own."
- Johann Goethe.

Brief Description of Course
The LOTE course endeavours to provide students with opportunities to speak and listen to two languages that are well-suited to enhancing future educational and career opportunities.

Year 5 students will study Chinese and French for a semester each throughout the year, thus developing a broader understanding of other cultures and values and a greater understanding of the multilingual and multicultural aspects of our Australian Society.

General Aims and Objectives
The students will be able to
• Appropriately and confidently use language in various situations such as role-plays, songs and other classroom activities.
• Have cultural awareness of various Chinese and French customs and ways of life.

To give students a Christian and Biblical perspective of foreign languages and to understand that God originated languages and in Heaven, all nations and languages will be represented.

Topics for Chinese
• Greetings
• About Me and Friends
• Family and Occupations
• Food
• Nationality

Topics for French (Alternate Weeks)
• Seasons
• Describing Myself
• Colours
• Numbers (0-30)
• Family
• Food
• Animals

Time Allocation
• 1 x 42 minutes per week

Assessment
• Class observation
• Vocabulary tests
• Oral and aural tests
• Role plays
• Participation in class activities
• Written and verbal tasks
• Minor topic assessments

The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them.
Come, let us go down and confuse their language so they will not understand each other."
“That is why it was called Babel – because there the Lord confused the language of the whole world.
From there the Lord scattered them over the face of the whole earth.”
Genesis 11:6, 7 & 9
Year 5
LIBRARY

“Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.”
- Laura Bush

Brief Description of Course
The Year 5 course continues to build on the skills from the previous year. As students develop their research skills, they will be introduced to concepts of cyber safety. Godly principles and values are reinforced at all times.

General Aims and Objectives
- To develop an enjoyment of language used in a broad range of contexts
- To encourage students to have a love of reading
- To provide opportunities for students to locate information using iPad’s and to borrow eBooks
- To help students to select appropriate resources for their needs
- To educate students about the concepts of digital citizenship
- To help apply skills and knowledge gained through research

Topics
- Library resources
- Text types
- Parts of books
- Book reports
- Author and Illustrator study
- Book Week
- eBooks
- Library Catalogue
- Research skills: Keywords, note taking, referencing
- Cyber safety
- Databases: World Book Online, Dictionaries and A to Z of World Cultures

Time Allocation
- 1 x 42 minutes per week

Assessment
- Checklists
- Observation
- Class Activities
- Borrowing History
- Tests

“Getting wisdom is the wisest thing you can do
And whatever else you do, develop good judgement.”
Proverbs 4:7 NLT
“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us in this respect.”

- Asa Sparks

Year 5
MATHEMATICS

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

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

Topics
- Number and Algebra: - Review and extension of use of the four processes
  - Use of calculators, estimation, approximation, number properties and patterns, and computers
- Statistics and Probability: - Interpreting information – graphs, statistics
  - Geometry – predicting and analysing designs and patterns: visualisation skills
- Measurement and Geometry - Formal units of measurement
  - Investigating, Problem Solving, Using Number and Space

Time Allocation
- 5 x 42 minutes per week

Requirements (To be confirmed)
- Big Ideas Student Workbook
- Maths Mentals Homework book
- Grid book

Assessment
- Tests: Tables and Number Facts – Mental Maths
- Module Tests
- Practical Class Projects
- Problem Solving Tasks

“He determines the number of the stars and calls them each by name.”
Psalm 147:4

“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.”
Luke 12:7
Year 5
MUSIC

“The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit.”
- Johann Sebastian Bach (1685 – 1750).

Brief Description of Course
The Year Five Music Course is designed to build on the foundation of the previous year. Recorder and keyboard study is continued and developed with speed reading practice and practice in sight reading. Students are encouraged in areas of practical music as well as music appreciation. Aural tests are used to improve students’ ability to identify pitch and rhythm.

General Aims and Objectives
• To develop the students’ musical ability
• To foster an appreciation of music
• To build on the knowledge of music theory
• To achieve fluency on the recorder
• To extend keyboard knowledge and ability
• To give opportunity for performance
• To understand music is God’s gift to us and is everywhere in the universe to praise God.

Topics
• Recorder
• Theory
• Keyboard
• Aural Training
• Singing
• Music appreciation

Time Allocation
• 2 x 42 minutes per week

Requirements
• Recorder and folder
• Kids on Keyboard book
• Pencils
• Display Book
• Music practice

Assessment
• Observation and checklists
• Effort and ability – recorder and keyboard
• Participation
• Performance
• Attitude and behaviour
• Tests
• Practice habits
• Self and peer assessment

“Praise the Lord. Praise God in His sanctuary; praise Him in His mighty heavens. Praise Him for His acts of power; praise Him for His surpassing greatness. Praise Him with the sounding of the trumpet, praise Him with the harp and lyre, praise Him with tambourine and dancing, praise Him with the strings and flute, praise Him with the clash of cymbals, praise Him with resounding cymbals. Let everything that has breath praise the Lord.
Praise the Lord.”
Psalm 150