Waverley Christian College
Narre Warren South

YEAR 5
HANDBOOK

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ART

"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 is 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

OVERVIEW

Students learn techniques through exploration, experience and practice as they continue to explore and apply a range of skills, techniques and technology through their artwork. Through the process of art making, they develop the ability to communicate their ideas, values and express their love for God. They explore how artists select and manipulate material and techniques and use these in their work, comparing visual art works from different cultures. They make judgements about the practices of artists, what and why they design and create. Students reflect on how effectively their ideas or feelings have been expressed in their own artwork, and that of others. This subject aims for students to use a variety of media to express aspects of perspective, movement, effects of mood, particular viewpoints, particular time and particular places and to use primary and secondary colours and tone to express mood, shade and shadow in painting, print making and collage.

TOPICS INCLUDE

- Fine Art: Drawing, Painting, Printing
- 2D and 3D Constructions and Craft: Construction, Collage, Textiles

ASSESSMENT

- Techniques/skills
- Processes to express ideas
- Understanding the purpose of different art forms

"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

BIBLE

"A thorough knowledge of the Bible is worth more than a college education."
Theodore Roosevelt

OVERVIEW
Students develop their understanding that God is trustworthy, and His promises are for all who trust and follow Jesus as their Lord and Saviour. They continue to learn about Bible history from creation to God's ultimate purpose for humanity. Students are introduced to key biblical concepts and themes, allowing them to explore the Christian faith and see how it is relevant today. They discover and explore who Jesus is, focusing on different events in His life which show God's power at work. Students are also encouraged to discover for themselves what the Bible says about the contemporary problems people face in today's world. The aim of the subject is for students to build understanding of God the Father, Jesus Christ, ourselves and others, the world and living things and to develop and foster Christian values and attitudes on stewardship, social justice and on understanding the different cultures and the world we live in.

TOPICS INCLUDE
- God is faithful and worthy of our trust
- Jesus teaches us to trust him by explaining how and why we should put Him first in our lives
- God's promises to Abraham point to Jesus
- Jesus is the King of God's kingdom
- Living in God's kingdom

PREREQUISITES
- Bible

ASSESSMENT
- Class Participation and Discussion

"Consequently, faith comes from hearing the message, and the message is heard through the word about Christ." Romans 10:17

DIGITAL TECHNOLOGIES

"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

OVERVIEW

Students develop an understanding that our ability to use and create technology is a reflection of God as a creator within us. Our stewardship in how we use technology ethically and responsibly brings glory to God. Students are trained in navigating the user interface of a computer, port interfaces, and maintaining and saving data in the Cloud is beginning to be developed at an advanced level. Students learn email etiquette and security at an advanced level. They continue to practice skills of speed and efficiency in touch-typing. Students create movie trailers with iMovie, expanding on their programming and coding knowledge with Swift Playgrounds and Lego Mindstorms Robotics.

TOPICS INCLUDE

- 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 level)
- Good sitting and work posture
- Domains of Study: OS: Mac OS X and Windows; touch-typing: Mavis Beacon; emailing: Microsoft Outlook; Word Processing: Microsoft Word and Pages; digital art: ArtRage 2 Starter Edition; programming and coding: Programming with iOS apps / Lego Mindstorms EV3.

ASSESSMENT

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

"Intelligent people are always ready to learn. Their ears are open for knowledge"
Proverbs 18:15

DRAMA

"You have to understand your best. Your best isn't anyone else's best, but your own. Every person has his own norm. And in that norm, every person is a star. A famous actor could stand on his head and still not be as good as you! Because only you can be you! What a privilege! Nobody can achieve what you can if you do it... So do it! We need your best, your voice, your body. We don't need for you to imitate anybody else, because that wouldn't be your best. And if it isn't your best then it may as well be your worst." Stella Adler 'The Art of Acting'

OVERVIEW

Students have a greater focus on characterisation through voice and movement. They discover language and ideas to develop dramatic action and begin to consider mood and atmosphere in their performances. Students will explore dramatic conventions, such as symbol, to create meaning in the works they create and view. Students understand that they have been created by a creative God and can give Him glory through the development and use of their individual gifts and talents in Drama. Students are given the opportunity to explore different performance styles and reflect on these in order to refine and extend their ideas and performances based on feedback, comparisons to and/or with other performances, and the development of ideas. This subject aims to extend students' understanding of character, situation, focus, tension, mood and atmosphere through formal and informal performance opportunities and to enable them to become more comfortable with adjusting the weight of movement, speed, stillness and dramatic action in order to convey meaning to a larger and more diverse audience.

TOPICS INCLUDE

- 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)

ASSESSMENT

- Performance
- Reflection
- Process-focused assessments

"Having gifts that differ according to the grace given to us, let us use them" Romans 12:6a

ENGLISH

"We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told." Joseph P. Bean

OVERVIEW

Students consolidate and build on their literacy skills to better understand the read, written and spoken language for communication. Students understand that communication begins with the spoken word of God, and God intended that we communicate through language with Him and others. Students analyse and respond to the events, characters and settings in texts based on the author's intention and through a biblical lens. They contribute actively to class and group discussions, taking into account other perspectives. They plan and present oral presentations. A variety of texts are created for different purposes and audiences using knowledge of language features to extend ideas, demonstrating understanding of spelling, grammar and sentence types. Students are able to identify characteristics of different text types, and the importance of text structures. When writing, students select specific vocabulary, use accurate spelling, grammar and punctuation, and edit their work for cohesive structure and meaning.

TOPICS INCLUDE

- Writing - variety of text types and genres
- Phonics and spelling
- Grammar - and punctuation
- Handwriting
- Speaking and listening

ASSESSMENT

- Writing samples
- Spelling tests
- Grammar tests
- Reading fluency and comprehension tests
- Oral presentations

"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

HEALTH AND 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. Boqdon

OVERVIEW
Students develop skills to manage their emotions and examine how the nature of their relationships change over time. Emphasis is placed on treating others the way they would want to be treated in a variety of situations and scenarios. Students further develop their understanding of movement as they learn to monitor how their body responds to different types of physical activity. They continue to be involved in team games, with a greater emphasis on applying rules fairly and behaving ethically when participating in different physical activities. This subject aims to develop students' knowledge of how we can show God's character traits of graciousness, team unity, encouragement, and take care of the bodies God has given us and to understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness.

TOPICS INCLUDE
- Aquatics
- Fitness
- Health
- Athletics
- Sports - Australian Rules Football, Softball, Netball, Basketball, Soccer, Volleyball, Cricket, Bat Tennis, Rounders

ASSESSMENT
- Class performance - Skills, technique, effort
- Beep Test

"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

INTEGRATED STUDIES

"The world is a great book, of which those who never stir from home read only a page."
St. Augustine

OVERVIEW
Students learn that our knowledge of the world grows as people discover more about God's creation. They explore Australia in the 1800s, the life of different groups of people in the colonial period and the significance of people and events in bringing about change. They explore the features of the Solar System and study the properties of light. They explore the geographical features of Europe and North America. They investigate how geographical features and climate influence where people live in Australia. Students explore God's design of animals and how their unique features and form allow them to survive in their environments. They discuss how scientific developments and knowledge have developed from many people's contributions. Students predict outcomes, conduct hands-on experiments, make observations and record findings using scientific language. They look for patterns and relationships between variables and represent and interpret data and information. Students will explore, examine and reflect on God's creation and how He has designed the world and ordained times in history and develop a geographical knowledge of their own locality, Australia and the world and the capacity to be competent, critical and creative users of geographical methods and skills.

TOPICS INCLUDE
- Establishment of colonies and early migrants, exploration of Australia and the discovery of gold
- Solids, liquids and gases
- Earth's place in Space
- Light
- God's Intelligent Design

ASSESSMENT
- Topic tests
- Group and individual assignments

"From one man He made every nation of men that they should inhabit the whole earth; and He determined the times set for them and the exact places where they should live."
Acts 17:26

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

OVERVIEW

Students increase their understanding that using technology resources safely and ethically is an important principle of stewardship by Christians. Students build on the concept of digital literacy with a focus on further developing their knowledge and skills of safe internet usage. Students explore the issues of online privacy, passwords, online etiquette and cyber bullying. They continue to build on their research skills using the library's catalogue and online resources. This subject aims to encourage students to use literature to explore and understand the world God has placed us in and to develop their interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

TOPICS INCLUDE

- Text types and their structure
- Author and Illustrator study
- eBooks and audio books
- Library online catalogue
- Databases: World Book Online, Dictionaries and A to Z of World Cultures

ASSESSMENT

- Class activities
- Tests

"Getting wisdom is the wisest thing you can do and whatever else you do, develop good judgement." Proverbs 4:7 NLT

LANGUAGES

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

OVERVIEW

Students will have the option to learn either French or Chinese in Years 5 and 6

CHINESE: Students continue to develop an understanding that languages are part of creation and that language allows us to study and understand the diverse communities around the world. Students understand that Chinese is characterised by diversity in spoken and written forms. They produce short information texts. They discriminate between similar or related syllables and words by careful listening to intonation, stress and phrasing. They identify how character structure, position, and component sequences relate to its particular sound and meaning. Through identifying features of the Chinese writing system and explain how component knowledge can assist in learning characters.

FRENCH: Students continue to develop an understanding that languages are part of creation and that language allows us to study and understand the diverse communities around the world. Students focus on using written and spoken French to exchange personal ideas, experiences and feelings. They begin to identify key points when reading and listening. They create connected texts. Students make comparisons between French and their language and culture. They reflect on their cultural identity, noticing how their ideas and ways of communicating are influenced by their culture. They also recognise that all people have the right to be treated with love, compassion and respect.

TOPICS INCLUDE

French

- Seasons
- Pronouns
- Numbers (0-30)
- Animals

Chinese

- Greetings
- Family Tree
- Nationality
- Retell the story of the "Kitten Looking for a Home"

ASSESSMENT

- Vocabulary tests
- Oral and aural tests
- Written and verbal tasks

"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

MATHEMATICS

"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

OVERVIEW

Students understand that God created the world to be logical, ordered and measured with precision. They develop proficiency in mathematical understanding, fluency, problem solving and reasoning. Students use efficient mental and written strategies, and estimation and rounding for all four operations. They identify and describe factors and multiples, build on their understanding of decimal and fractions. Students choose appropriate units of measurement for length, area, volume, capacity and mass to perform calculations. They estimate, measure and construct angles, convert between 12 and 24 hour time, and create plans for simple budgets. They describe transformation of two-dimensional shapes and identify line and rotational symmetry. Students conduct experiments in chance and probability. They describe and interpret different data sets within context. This subject aims to develop students' problem-solving in formulating and solving authentic problems using whole numbers and measurements and creating financial plans as well as to develop their reasoning in investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.

TOPICS INCLUDE

- Number and algebra: fractions and decimals, place value, number patterns, number sentences and word problems involving all four operations, financial planning
- Measurement and geometry: area, mass, volume, formal units of measurement, time, temperature, shape, location and transformation
- Statistics and probability: chance, collecting data, data representation

ASSESSMENT

- Module Tests
- Problem Solving Tasks

"Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth more than many sparrows." Luke 12:7

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

OVERVIEW
Students develop skills through playing instruments, reading and analysing a wide range of music. They develop aural skills by identifying and performing rhythm and pitch patterns. Students practice technical and expressive skills in singing and play instruments with understanding within a range of musical styles. Using body percussion, voice, technology and instruments, students explore duration, pitch, dynamic, texture and musical structure. They use these elements of music to create contrast, repetition and balance to their compositions. Students worship God as they honour him with the music they create and perform to their peers, and the wider community.

TOPICS INCLUDE
- Ukulele and keyboard
- Musicianship
- Singing
- Music Appreciation
- Garage Band Composition

ASSESSMENT
- Performance - solo, group
- Tests - written, aural, oral
- Self and peer assessment
- Composition

"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