Waverley Christian College
Narre Warren South

YEAR 6
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 use a range of different techniques and processes in planning and making artworks. They explore the ways in which artists communicate their views and opinions and use these to create their own art. Students continue to reflect on how well they are able to communicate their ideas or feelings through both their own and their peers' artwork. They learn to accept and value other people's visual creations and images. Students develop an understanding of the relationship of faith and art as they continue to respond and appreciate the beauty of God's creation. Students will learn to manipulate forms on a 2D surface to explore visual challenges of size, position, scale and perspective as well as to use 3D malleable and hard media to construct forms designed to suit an idea, interest or function and to use primary, secondary and tertiary colours to express mood through shade and shadow in painting, printmaking and collage techniques.

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 look at big questions about life, share opinions and investigate the Bible for themselves. They learn about the major events, concepts, doctrines of the Bible and have an opportunity to explore their Christian faith. They examine Jesus as the model for Christian living. Many deep and thought provoking questions that students have about the Christian faith are discussed and they discover how it is relevant in today's society. They have the opportunity to understand what the Bible says about the contemporary problems people face in today's world.

TOPICS INCLUDE
- Who am I and what is my purpose?
- Who is God and does he speak to me?
- Does God really forgive?
- Who is Jesus?
- What is a Christian?

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 a deeper 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 developed at an advanced level. Students develop skills in email etiquette and security at an advanced level. They continue to practice skills of speed and efficiency in touch-typing. They continue their learning in programming and coding with Lego Mindstorms Robotics and create videos with iStopMotion. Students are also trained in navigating and building three-dimensional objects in 3D space with SketchUp Make.

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 (advanced level)
- Good sitting and work posture
- Domains of Study: OS: Mac OS X and Windows; touch-typing: Mavis Beacon Teaches Typing IPE
- OS: Mac OS X and Windows; emailing: Microsoft Outlook; stop-motion videography: iStopMotion 3; 3D modelling and visualisation: SketchUp Make; programming and coding: 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 scripted drama, symbolism and meaning, and making connections to the world using texts and visual prompts. They discover language and ideas to develop dramatic action and also begin to consider situation, mood and atmosphere in their performances. 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, consider how narrative structures drive their performances, and engage in different ways of reflecting on these. This subject aims to extend student understanding of character, situation, focus, tension, mood and atmosphere through formal and informal performance opportunities and for students to explore the social and cultural contexts of drama and learn how they can communicate ideas, symbols and empathy to others.

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 analyse and explain how language features and structures, images and vocabulary are used to represent ideas, characters and events. They write for a range of purposes and audiences, selecting appropriate genre, form and structure. They learn to communicate clearly, audibly and with expression in different contexts including planning and delivering an organised presentation. Students understand that God calls us to be responsible for making wise choices with our words and use them to build others up. They contribute relevant ideas and opinions when engaging with their peers, while building on the contributions of others by actively listening and contributing to discussions, clarifying context, challenging the ideas of others, and making presentations using multimodal elements for defined purposes and audiences. Students will deepen their understanding on how text structures can achieve particular outcomes and will can analyse and explain how language features, images and vocabulary are used in different ways by different authors, comparing and analysing information in different texts, explaining literal and implied meaning.

TOPICS INCLUDE
- Writing - recount, report, narrative, exposition, explanation
- Phonics and spelling
- Grammar - sentence structure, punctuation, vocabulary
- Handwriting
- Reading - silent, oral, group, comprehension, vocabulary
- Speaking and listening

Assessment
- Writing samples
- Spelling tests
- Grammar tests
- Reading fluency and comprehension tests
- Oral reading, presentations and group discussions

"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 investigate different aspects of sports including the use of space, teamwork and strategies in both team sports and individual games. Students examine their unique God-given gifts and talents and recognise the role each can play as well as develop knowledge of how they can show God's character traits of graciousness, team unity, encouragement, and take care of the bodies God has given us. Students consider and learn about different health and nutrition components and can identify the connections between themselves and the effect health has on the human body. Students will continue to build on and refine their fine and gross motor skills that are sport specific while participating in a range of sports.

TOPICS INCLUDE
- Aquatics
- Fitness
- Athletics
- Cross Country
- 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 study the key learning areas of History, Geography and Science. They pose questions, gather evidence, conduct experiments, draw conclusions and effectively communicate their ideas. Students explore the factors which led to Australia's Federation and further investigate the Westminster System, democracy and citizenship. They research the contributions of individuals and groups to Australia's history and culture. Students examine the experiences of a migrant group and the reasons they migrated. They explain how natural events can effect earth's surface. Students compare different ways to generate electricity and evaluate their suitability for particular purposes. They participate in discussions that allow them to reflect on and make connections between their learning and how we are called to be stewards of God's creation and the people He loves.

TOPICS INCLUDE
- Natural disasters
- Electricity, circuits and renewable energy
- Immigration, Notable Australians, Government and Citizenship
- Micro-organisms
- Mapping

ASSESSMENT
- Humanities (50%)
- Science (50%)

"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 will understand that the online world can be a place that brings glory to God. They learn to evaluate the authenticity of information online and the importance of referencing. They build on their knowledge of cyber safety, discovering ways to stay safe online and becoming responsible Digital Citizens. Students continue to develop their research skills using online resources and websites. They will learn to understand how we can honour and respect God and others through our online and written communication and develop 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; book reports
- eBooks and audio books
- Referencing and bibliographies
- Research skills: locating, selecting, analysing, organising, creating and presenting
- Digital Literacy and cyber safety

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 build a deeper understanding that languages are part of creation and it is how we study and understand the diverse communities around the world. Students explore the nature of tone-syllables. They recognise and apply the features of the Chinese writing system when writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. Students identify the features of familiar text types in Chinese and use these features in assisting interpretation of their meaning. They recognise that variations exist within the Chinese spoken and written language. They recognise and describe features of Chinese culture reflected in communication practices and apply this knowledge to their interactions with Chinese people.

FRENCH: Students build a deeper understanding that languages are part of creation and it is how we study and understand the diverse communities around the world. Students further develop the use of written and spoken French with a focus on using appropriate pronunciation, intonation and non-verbal communication strategies. They identify key points when reading and listening as well as interpret and translate short texts. They create texts. Students learn to use present tense verb forms. 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.

TOPICS INCLUDE

French

- Describing Myself
- Weather
- Food
- Animals
- Sports and Hobbies

Chinese

- Who Am I?
- Chinese Characters
- Sports
- Food and Drinks

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 develop confidence in handling everyday mathematical situations and are encouraged to work out problems using all four operations, both individually and collaboratively. Students make connections between the orderly nature of creation and how Mathematics only continues to operate consistently because God never changes, developing an understanding that, through mathematics, they can see the order of beauty in God's creation and that of God Himself. Students understand place value and apply their knowledge by solving worded problems. They interpret, gather and represent data, evaluate the probabilities of common events as fractions, decimals and percentages and analyse the results of chance experiments. Students solve problems involving time, length and area, and make connections between volume and capacity. They will develop fluency in representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables.

TOPICS INCLUDE

- Number and Algebra: Fractions, decimals and percentages, place value, number patterns, number sentences and word problems involving all four operations, financial planning
- Measurement and Geometry: Angles, using units of measurement, time, shape, location and transformation
- Statistics and Probability: Chance, collecting data, data representation, interpreting data, and how data is used in the media

ASSESSMENT

- Unit tests
- Mental arithmetic
- Problem solving tasks
- Class projects

"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 discuss how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They learn the creation of music was intended by God to be a powerful and positive tool to express their love for God. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They play and sing music in different styles, and from various cultures, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. Music literacy is developed through written and aural activities, and music theory, history, percussion and composers.

TOPICS INCLUDE
- Keyboard
- Musicianship - theory and aural
- Garage Band Composition
- Singing
- Music Appreciation and History

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

"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