

JUNIOR SCHOOL YEAR 5

Christian Living

The Christian Living curriculum in the primary sector is based upon the Positive Bible Action curriculum. Weekly lessons are 45 minutes in length. Each lesson focuses upon a particular event or character from the Bible, with consideration and discussion about how the lesson fits in with God's overall plan for His people historically, as well as for us today. A key emphasis is the establishment of a sound level of biblical literacy in students, with the aim that they will ultimately find answers for themselves in the Bible, acknowledging the relevance of Scripture in all facets of life today. Ultimately, it is our hope that students will come to a point of placing their own faith in Jesus Christ.

The overall theme in Year 5 is 'Possessing the Land'. Studies for this year level return to the Old Testament for a more detailed consideration of some of the significant characters and events from the period, including the patriarchs, Israel's bondage and deliverance, key figures in the life of the new nation in the Land of Promise, including Ruth, David, Solomon, Elijah and Elisha, Nehemiah, Esther and Daniel, and finally concluding with a look at the minor prophets.

English

The English curriculum is built around the three interrelated and integrated strands of Language, Literacy and Literature. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds upon the concepts, skills and processes developed in preceding years, with further revision, consolidation and expansion of skills taught as needed.

The Year 5 English curriculum is taught in a 2-hour block Monday – Friday, timetabled as the first class of each day. Students' knowledge, understanding and fluency in the English language is developed using the THRASS approach, which recognises that our language is made up of 44 individual speech sounds, or phonemes, which are represented by the 26 letters of the alphabet (graphemes). THRASS is a systematic and linguistically correct approach that teaches students how to identify the correct spelling choices when confronted with the complexity of matching the correct grapheme to the phoneme that is heard.

Students in Junior School are encouraged to read a wide range of texts, including classic and contemporary literature, along with literature from Aboriginal and Torres Strait Islander background and texts from or about Asia. Students receive one 45-minute Library lesson per week in addition to the ten hours of programmed English classes, enabling access to the resources of the College library and providing for the delivery of a specific Library curriculum tailored to each Junior School year level.

Students experiencing difficulty in Literacy may undertake literacy intervention. The Literacy Intervention program supports the general classroom program, reinforcing the weekly THRASS spelling focus, as well as high frequency and topic words. Comprehension and dictionary skills are also developed to assist each student in their reading and writing tasks in the classroom.

Mathematics

The Mathematics curriculum comprises three content strands, namely *Number and Algebra*, *Measurement and Geometry* and *Statistics and Probability*. Integral to the three content strands are four proficiency strands, which are *Understanding*, *Fluency*, *Problem Solving* and *Reasoning*. These proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of mathematics learning.

At Year 5 level:

- *Understanding* includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry
- *Fluency* includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles
- *Problem Solving* includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans
- *Reasoning* includes using 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

The Year 5 Mathematics curriculum is taught Monday to Friday in a 75-minute block between recess and lunch time, following the daily English lesson and Devotions.

Integrated Studies

At Ballarat Christian College the subjects of Studies of Society and Environment (SOSE), Science and Technology are addressed through an integrated studies approach. This approach enables conventional subject boundaries to be transcended while promoting higher-order thinking skills through engaging with meaningful, real-life integrated topics.

Visual Arts

Learning in Visual Arts draws upon and expands learning experiences from Prep to Year 2. It involves students in creating, making and responding to

visual arts independently, and collaboratively with their classmates, teachers and communities. They continue to experiment with different materials e.g. paper, cardboard, plasticine, fabrics etc. Techniques and processes explored may involve weaving, papier-mâché making etc. to make artworks. Students display their work to a variety of audiences from classmates, family members, teachers to school communities. Students' artworks are regularly displayed at Art Exhibitions within the school.

Drama

In Year 5 learning in Drama builds further upon the learning of earlier years. Students begin to make and respond to devised and scripted drama independently and collaboratively with their peers, teachers and communities. They further develop drama skills such as character development through voice and movement and extend their understanding and use of situation, focus, tension, space and time. Students explore language and ideas to create dramatic action and consider mood and atmosphere in performance.

They explore further drama from a range of cultures, times and locations, including those of Aboriginal and Torres Strait Islander peoples and from Asia.

Students maintain safety in dramatic play and in interaction with other participants. Their understanding of the roles of artists and audiences builds upon skills learnt in earlier years as they engage with more diverse performances.

Music

In Year 5 the Music curriculum builds upon the experience and learning of students in previous years. It involves students making and responding to music independently and collaboratively with their peers and teachers. They extend further their understanding of the elements of music as they develop their aural skills. As they make and respond to music, students explore meaning and interpretation, forms and elements including rhythm, pitch and dynamics and expression, form and structure, timbre and texture. They explore social and cultural contexts of music. They make personal evaluations of their own and others' music.

They explore further music from a range of cultures, times and locations, including those of Aboriginal and Torres Strait Islander peoples and from Asia.

Students maintain safety in using instruments and in their interaction with other participants. They develop further their understanding of the role of the artist and as an audience is developed further as they engage with more diverse music.

French (LOTE)

At this level, students are widening their social networks, experiences and [communication](#) repertoires in both their first [language](#) and French. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend [language](#). Students are gaining greater independence and becoming more conscious of their peers and social [context](#). They are gaining greater awareness of the world around them. Learners are noticing additional similarities and differences between French [language](#) and [culture](#) and their own.

Students follow a program called 'Histoires en Action'. (Stories in Gesture). This program has been successfully shown to accelerate students' acquisition of French as a second language through Drama, Music and Dance. Students study the play: 'How to get there?' (Comment y aller?). French is mostly spoken in class, with the help of gestures. Once fluency has developed, students also develop their reading and writing skills, and work on various activities such as rehearsing, playing games, improvising and eventually, writing activities. At the end of each unit, students perform the play and present to their families all the structured and creative work they have done.