



Est. 2003

Opportunities now...benefits for life

# Junior School (Years 3 - 6) Handbook

## 2018

CONTENTS

PAGE NUMBER

Contents page	2
Introduction	3
Learning Areas	3 - 7
Further Information	8

## IMPORTANT INFORMATION

Address:	2 Hawker Approach, Busselton WA 6280
Principal:	Mr Ted Kosicki
Deputy Principal:	Ms Jo Burns
Head of Primary:	Mrs Kathryn Campbell
Assistant Head of Primary (Curriculum):	Ms Robyn Trewarn
Assistant Head of Primary (Pastoral Care):	Mr Conor Martin

For contact details please call Administration on 08 9752 525.

## INTRODUCTION

All classes in the Junior School are now triple stream with the introduction of four-stream in Year 5. The emphasis for these students' education is to develop the skills and enthusiasm for learning to ensure every individual can progress to their potential. While GMAS acknowledges the importance of Numeracy and Literacy within the curriculum, we recognise that every student has different strengths and needs and we seek to cater for these with a broad and diverse curriculum. In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held in the second week of term 1. A homework diary is a daily source of communication between school and home. Parents are expected to read it and sign it each night. Comments about your child's behaviour, performance or well-being can be noted in it. Teachers sign the diary each day and some calendar events are also noted in the diary.

## ASSEMBLY & CHAPEL

Our Junior School Assemblies take place fortnightly on Tuesday afternoon in the MAC at 2.25pm every fortnight. Each class takes turns to present an item and notices, achievements and accolades are announced and celebrated at this time. Year 3 to 6 students attend Chapel for 30 minutes on Friday at 12.00pm in the MAC.

## THE TIMETABLE

Junior School classes are encouraged to incorporate a short activity/fitness session into each day. They have a brief break at 10:00am to have a healthy food snack and a drink of water.

8.40am:	Start of school day
8.40am – 9.00am:	Daily Fitness
9.00am - 10.05am:	Period 1
10.05am – 11.10am:	Period 2
11.10am – 11.30am:	Recess
11.30am – 12.30pm:	Period 3
12.30pm – 1.10pm:	Lunch
1.10pm – 1.20pm:	Mindfulness (As per Pos. Ed initiative)
1.20pm – 2.15pm:	Period 4
2.15pm – 3.20pm:	Period 5
3.20pm:	End of school day

## HOUSE STRUCTURE

The six houses are as follows: Bunker (red); Eagle (green); Flinders (light blue); Geographe (yellow); Hamelin (purple); Meelup (dark blue).

## CURRICULUM LEARNING AREAS

### CHRISTIAN RELIGIOUS STUDIES

The Christian and Religious studies program covers six learning strands;

**Bible** Students understand that the bible and its teachings can influence people's viewpoints and how they live their lives.

**Story of the Church** Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society.

**Philosophy** Students evaluate a range of perspectives when examining their sense of purpose and meaning.

**World Religions** Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

**Meditation Prayer and Worship** Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship.

**Ethical Decision Making and Living** Students can formulate and justify personal viewpoints on a range of ethical issues

### ENGLISH

The study of English helps to create confident communicators, imaginative thinkers and informed citizens. Through English, individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. English helps students to engage imaginatively and critically with literature and to expand the scope of their experience. The English Program can be divided into the following sections **Language** – Knowing about the English Language, **Literature** – Understanding, appreciating, responding to, analysing and creating literature and **Literacy** – Explaining the repertoire of English usage.

Students come into Junior School with varying experiences and the teaching programs seek to build on this. Oral competence is developed through debates, assembly items and poetry recitals. Students are encouraged to read with understanding, supported by the Accelerated Reader Program, SHARP guided reading groups and comprehension activities. As students progress through the Junior School they become more independent readers and listeners and are exposed to a wide range of written and verbal texts. They explore different points of view and become more critical of texts. Student experiences include, but are not limited to the following:

#### YEAR 3

- To understand that languages have different written and communication systems, different oral traditions and different ways of constructing meaning
- To look at texts in which characters, events and settings are portrayed in different ways and from different perspectives
- To be exposed to differing genres enabling them to establish their own personal preferences
- To create their own texts including imaginative, informative and persuasive texts
- To consider differing points of view and participate in discussions and conversations

#### YEAR 4

- To understand the difference between opinion and feelings and factual reporting and develop their understanding of text structure
- To create their own literature from personal experiences and develop more complex storylines.
- To compare texts from earlier times to more contemporary texts
- To analyse texts and build literal and inferred meanings from these experiences as well as construct their own persuasive texts.

#### YEAR 5

- To develop vocabulary and construction of clauses to demonstrate more precise meaning
- To develop their own point of view and utilise appropriate metalanguage and reflect the points of view of others
- To plan and publish multimodal texts and efficiently edit their own work and the work of others

- To critically reflect the news around them through a variety of activities such as reading papers, weekly viewing of Behind the News and current affairs programs
- To engage and interact with a host of multi-media and ICT technologies, such as websites

## YEAR 6

- To expose students to different texts on similar topics and seek to explore these and analyse them, looking at how emphasis and modality can influence our personal responses
- To experiment further with interactive skills using pitch, volume and vary their pace
- To develop spelling skills through the use of the Words Their Way Program, exploring derivatives and awareness of word patterns and origins

## MATHEMATICS

Mathematics provides students with essential skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Junior School students are exposed to a variety of problems both inside and outside the classroom. The teaching is supported by the use of Mathematics to help students gain a better understanding and greater fluency of certain concepts. Student experiences include, but are not limited to the following:

### YEAR 3

- To represent numbers to 10,000 as well as recall simple subtraction and addition facts
- To represent fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$  and their multiples to a whole and work through problems involving money.
- To measure using grams, kilograms, metres and centimetres as well as tell the time to the minute
- To make 3D models and describe their attributes as well as interpret maps and identify lines of symmetry.

### YEAR 4

- To represent numbers to the tens of thousands and recall multiplication facts up to 10 times 10
- To develop efficient mental strategies for both multiplication and division
- To measure mass, length and volume using scaled instruments and learn to convert between units of time, exploring timetable information and calendars
- To compare angles and relate them to being bigger than and smaller than a right angle.
- To conduct surveys and use this information to produce column graphs and picture graphs

### YEAR 5

- To multiply large numbers by one and two digit numbers and divide by one digit numbers
- To compare and order common unit fractions and add and subtract fractions with common denominator
- To calculate the perimeter and area of rectangles and work with the 12 hour and 24 hour clocks
- To work with 3D shapes and their nets and describe reflections, rotations and translations as well as enlarging 2 dimensional shapes
- To measure and compare angles using a protractor and working with degrees

### YEAR 6

- To describe the properties of prime, positive and triangular numbers
- To work with positive and negative numbers past the hundred thousands, and decimal numbers into the thousandths
- To make connections between fractions and decimals; working with adding and subtracting fractions with uncommon denominators and recognising equivalent fractions
- To connect volume and capacity and compare length and area
- To construct prisms and pyramids and work with combinations of translations, reflections and rotations.
- To describe probability using fractions, percentage and decimals, conducting a large number of trials to collect data; then display this data in a variety of graphs including bar graphs, line graphs and pie graphs.

## HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

Student experiences include, but are not limited to the following:

### YEAR 3

- To introduce students to the concept of times past through their personal and family history and of their local community
- To consider the importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area

### YEAR 4

- To recognise Aboriginals and Torres Strait Islanders as Australia's first peoples
- To explore stories of the First Fleet and the reasons for this journey

### YEAR 5

- To explore how Australian Colonies were established, including frontier conflict and the gold rushes
- To seek to identify the points of view of those people from the past and the present and seek to develop texts that incorporate source materials.

### YEAR 6

- To explore the factors that led to Federation and experiences of democracy and citizenship over time
- To follow appropriate procedures for locating information from a range of sources including community members, the internet, books and television
- To develop a better understanding of the major countries in the Asia region and the connections between people and places

## Science

Science provides opportunities for students to develop an understanding of important Science concepts and processes, the practices used to develop scientific knowledge, of Science's contribution to our culture and society, and its applications in our lives. In experiencing Science, students experience the joy of scientific discovery and nurture their natural curiosity about the world around them.

Student experiences include, but are not limited to the following:

### YEAR 3

- To observe heat and its effects on solids and liquids, developing an understanding of energy flows through simple systems
- To observe features and distinguish living from non-living things
- To consider cycles such as day and night.

### YEAR 4

- To study life cycles and consider how plants and living things adapt to their environment to survive
- To consider the physical properties of materials and how these influence their use
- To consider how the Earth's surface changes over time as a result of natural processes and human activity, and that force can be exerted through direct contact or from a distance

## YEAR 5

- To consider the adaptations and features living things have developed to help them survive in the environment
- To look at different solids, liquids and gases and how they behave differently
- To consider how the Earth is a part of a system orbiting around the sun
- To explore how light can be reflected, absorbed and refracted.

## YEAR 6

- To explore how the survival of living things are affected by the physical conditions of their environment
- To consider how living things are affected by their physical environment and that some changes to materials are reversible, while others are irreversible
- To appreciate that geological changes and severe temperatures affect the Earth's surface
- To explore electrical circuits.

## PHYSICAL EDUCATION

Physical Education at Georgiana Molloy Anglican School is a developmental program that provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

Student experiences include, but are not limited to the following:

- To focus on participating competently and confidently in physical activities such as play, games, sports and dance
- To participate in hockey, cross-country, soccer, athletics, cricket, netball, softcrosse, volleyball, basketball and European handball
- To focus on using their fundamental movement skills in a modified game and learning the importance of safety considerations and awareness of direction of play in game situations.
- To learn the responsibilities as a player and the importance of sportsmanship

## HEALTH EDUCATION

Health Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. Utilising the Friendly Schools Plus, Protective Behaviours and Positive Education Program, the knowledge and skills of the students is further enhanced.

Students are encouraged to:

- Make responsible decisions about health and physical activity
- Promote their own and others' health and well-being
- To communicate their feelings, resolve conflict and contribute actively to the achievement of classroom goals
- Learn about the changes associated with growth and development such as physical changes in puberty, intellectual ability, roles and responsibilities, group affiliation and attitudes towards values
- Learn preventative strategies for coping with intense emotion and develop and refine their personal and group decision-making skills
- Learn ways of adapting and monitoring communication and listening skills to enhance relationships with peers, family and the school community

## DIGITAL TECHNOLOGIES

Students use their knowledge of data and digital systems to copy processes and production skills as they create digital solutions. Students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments.

Within Year 3, students have access to iPads and laptops and develop their skills to utilise this technology to assist them with their learning. Within Year 4 and Year 5, students have access to Apple Mac computers and will develop skills to utilise this technology to assist them with their learning. Within Year 6, students have access to a one-to-one Apple Mac Laptop program to enable greater exposure to technologies within the classroom environment.

## MUSIC

The Junior School Music Program builds on the Early Childhood Program and takes a more in depth look at music. Students will explore ideas and feelings through creating and making music, investigate several aspects of sound and use specific skills, techniques and processes to plan, present and respond to musical works.

A number of topics are looked at, including composing jingles, creating their own musical instruments and following the development of music through history. Singing, dance and playing a number of instruments, including ukulele are all included in Junior School Music.

Within Year 3, students are offered the opportunity to participate in a Strings Program exposing them to playing with a group in a strings ensemble. From Year 4, students are encouraged to join our Junior School Choir. This group practices each Wednesday morning at 7:30am and are involved in various productions throughout the year. Year 4 students are offered a Band Program exposing them to flute, clarinet and percussion instruments. A wind ensemble has been established in Year 5 enabling students to play instruments such as the flute, trumpet, saxophone and clarinet in a band. During term 3, every Junior School student takes part in our Musical Extravaganza involving a medley of songs and dance. A highlight of the year.

## JAPANESE

Japanese in the GMAS Junior School focuses on many key vocabulary groups and is sequential in nature. Japanese uses the four macro skills of Listening, Speaking, Reading and Writing in order for students to become more confident with their knowledge about Japan, enabling students to use specific language learning strategies.

## VISUAL ART

Visual Art is a developmental program in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through Years 1 - 6. Art is a subject that introduces students to a way of understanding, interpreting and applying Visual Art for their own enjoyment. It is designed to teach processes and technologies, which later become useful life skills. By extending student's understandings of Art ideas, it enables them to learn alternative modes of self-expression. By studying Art movements in a historical context and viewing images, students are able to build their sense of identity and culture, which supports them in gaining a sense of place in their community and wider society.

The Art program is a continuum, based upon a bi-yearly rotation of 6 focus areas of Art, such as; Drawing, Painting, Printmaking, Construction, Fibre/ Textiles and Sculpture/ 3D. There is also an Annual Exhibition, where artwork displaying creativity and excellence is celebrated.

## FURTHER INFORMATION

You can visit the GMAS website - [www.gmas.wa.edu.au](http://www.gmas.wa.edu.au)

Visit our You Tube Channel for school videos - [https://www.youtube.com/channel/UCanSQLTQpzA6I2o\\_G8bqUog](https://www.youtube.com/channel/UCanSQLTQpzA6I2o_G8bqUog)

Like our Facebook Page for photos and updates - <https://www.facebook.com/georgianamolloyanglicanschool/>