INTRODUCTION

TO PARENTS OF STUDENTS IN YEAR 5:

At Georgiana Molloy Anglican School (GMAS) Year 5 students are in the second last year of Junior School. This Handbook will give you information about your Year 5 child’s education with a focus on curriculum at our school.

For further information regarding GMAS Policies and Procedures, including Student Presentation, Uniform Code, Pastoral Care, Daily Routines and communication guidelines, please refer to the “Georgiana Molloy Anglican School Parent Information Booklet.”

Year 5 is triple streamed. The emphasis for these students’ education is on literacy, numeracy and communication skills as well as physical education, the arts and spiritual endeavours. Themes link the learning and outcomes across the curriculum. Year 5 students participate in Interschool sport activities for Swimming, Cross Country and Athletics.

In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held on the second Monday in the first term. Parents meet with the teacher who will brief them on their routines, expectations and particular themes and activities relevant to this year group. 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 wellbeing can be noted in it. Teachers sign the diary each day and some calendar events are also noted in the diary.

ASSEMBLY

Year 5 students attend Junior School Assembly each Tuesday afternoon. Each class takes it in turns to present an item at the assembly. Notices, achievements and accolades are noted and celebrated at this time. Merit certificates are also awarded to deserving students.

CHAPEL

Year 5 attend Chapel services lead by our Chaplain each Friday after recess. Each class takes it in turn to present prayers and readings from the Bible.

THE TIMETABLE

Classes at GMAS are organised around a five day timetable. Throughout the day, Year 5 has a fitness session with their class teacher and a short time to have a healthy food snack to keep their minds active and alert. Drinking water from their own water bottles throughout the day is encouraged.

The students have specialist teachers for Physical Education 1 hour, Music 1 hour, Art 1 hour, Critical and Creative Thinking 1 hour and LOTE (Italian) 1 hour during the week.
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<tr>
<th>TIMES</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tr>
<td>Homeroom</td>
<td>8.40 – 9.00am</td>
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<td>Period 1</td>
<td>9.00 – 10.05am</td>
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<td>Period 2</td>
<td>10.05 – 11.10am</td>
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<td>Recess</td>
<td>11.10 – 11.30am</td>
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<td>Period 3</td>
<td>11.30 – 12.30pm</td>
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<td>Lunch</td>
<td>12.30 – 1.10pm</td>
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<tr>
<td>Period 4</td>
<td>1.10 – 2.15pm</td>
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<td>Period 5</td>
<td>2.15 – 3.20pm</td>
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HOUSE STRUCTURE

Each student is allocated to a House. The Houses are named after Bay regions within the Busselton Shire. There are six (6) Houses.

They are as follows:

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>COLOUR</th>
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<tbody>
<tr>
<td>BUNKER</td>
<td>RED</td>
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<tr>
<td>EAGLE</td>
<td>GREEN</td>
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<tr>
<td>FLINDERS</td>
<td>LIGHT BLUE</td>
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<tr>
<td>GEOGRAPHE</td>
<td>YELLOW</td>
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<tr>
<td>HAMELIN</td>
<td>PURPLE</td>
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<tr>
<td>MEELUP</td>
<td>DARK BLUE</td>
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Each House includes students from each of the Years Kindergarten to Year 6. Students in Year 5 are involved in Inter-house Swimming, Cross Country, Athletics and even some cultural activities.

DESCRIPTION OF LEARNING AREAS


**Christian Religious Studies**

The Christian and Religious Studies program covers six learning strands;

1. Bible
2. Story of the Church
3. Philosophy
4. World Religions
5. Meditation Prayer and Worship
6. Ethical Decision Making and Living
Bible

Students understand that the bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

Story of the Church

Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

Philosophy

Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

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. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living

Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

English Learning Area

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.

In Year 5 children begin to understand and appreciate different points of view. Language activities during this phase are often integrated with and form a part of activities that contribute to students’ achievements of outcomes in other learning areas.

Language – Knowing about the English Language

Within the Year 5 program students understand that language varies in structure and purpose as well as formality. Students learn to predict what online texts contain using headings, subheadings and home pages. Students develop vocabulary and construction of clauses to demonstrate more precise meaning.
In Year 5 the students develop their own point of view and utilise appropriate metalanguage and reflect the points of view of others. Students experiment with sound devices such as simile and metaphor and personification in narratives, shape poetry, songs anthems and odes. They will undertake regular modeled, guided, shared and independent reading sessions, and will participate in the Accelerated Reader program. They are taught explicit comprehension strategies for developing their understanding of a range of text types.

**Literacy – Explaining the repertoire of English usage**

Students develop interaction skills through paraphrasing, questioning and interpreting non-verbal clues. They plan and deliver presentations for different audiences such as an assembly production or presentation to the class. Students use text-processing strategies to predict, confirm, and monitor meaning and scanning. Students plan and publish multimodal texts and efficiently edit their own work and the work of others. Handwriting becomes fluent, legible and automatic. Students 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. They engage and interact with a host of multi-media and ICT technologies, such as websites. Students combine ideas in logical sequence to write a range of text types. Through participation in modeled and independent writing sessions, students are explicitly taught the structures and conventions of text types such as narrative, information reports, exposition, poetry procedure and recount.

**Mathematics Learning Area**

Mathematics provides students with essential mathematical 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.

Year 5 students are supported by the use of Mathletics to help students gain a better understanding and greater fluency of certain concepts.

**Number and Algebra**

Year 5 students can estimate, multiply large numbers by one and two digit numbers and divide by one digit numbers. They compare and order common unit fractions and add and subtract fractions with common denominators. Students create financial plans with a simple budget or from fundraising.

**Measurement and Geometry**

Students calculate the perimeter and area of rectangles and work with the 12 hour and 24 hour clocks. They work with 3D shapes and their nets and describe reflections, rotations and translations as well as enlarging 2 dimensional shapes. Students measure and compare angles using a protractor and working with degrees.

**Statistics and Probability**

Year 5 students consider equally likely outcomes and recognise that probabilities range from 0 to 1. Students plot graphs and tables and select the appropriate method for the data. They seek to describe and interpret the data obtained.
Society and Environment Learning Area

The Society and Environment 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.

Year 5 students explore how Australian Colonies were established, including frontier conflict and the gold rushes. Year 5 students research, analyse and question the information. They 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.

Science Learning Area

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.

Year 5 students consider the adaptations and features living things have developed to help them survive in the environment. They look at different solids, liquids and gases and how they behave differently. Students consider how the Earth is a part of a system orbiting around the sun and explore how light can be reflected, absorbed and refracted.

Students gather data and use this to explain phenomena and how this can be used to inform personal and community decisions. They question and conduct experiments, evaluating their results and communicate their findings to an audience.

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.

In Year 5 the focus is on participating competently and confidently in physical activities such as play, games, sports, dance, adventure pursuits and other active recreation. Some sports studied include: Netball, Softcrosse, Cross Country, Athletics and Cricket. Students will focus on using their manipulating object skills in a game situation, learn to play a position on the field and the responsibilities of that position and show game sense and technique.
Health Education

Year 5 students 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. Through group discussion they examine factors that affect social and emotional growth and development and identify strategies to cope with influences on health and behaviour. The students learn how to recognise and describe a wider range of emotions and explore ways of understanding and regulating emotions by managing influences and enhancing self-understanding. They learn preventative strategies for coping with intense emotion and develop and refine their personal and group decision-making skills. Students learn ways of adapting and monitoring communication and listening skills to enhance relationships with peers, family and the school community. They develop assertiveness, negotiation and facilitation skills to help others and to improve relationships.

Technologies

Digital Technologies: Students use their knowledge of data and digital systems to apply processes and production skills as they create digital solutions. Within Year 4 students will have access to Apple Mac computers and will develop skills to utilize this technology to assist them with their learning.

Design and Technologies: 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. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short and long term impact on societies and environments.

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. Singing and dance are both included in Junior School Music.

Year 5 music allows students to explore and investigate the elements of music through singing and listening. Students learn to notate music both traditionally and graphically and perform regularly throughout the year. Students work as a class, in small groups and individually on these tasks.

Italian

Italian in the GMAS Junior School focuses on many key vocabulary groups and is sequential in nature. Italian uses the four macro skills of Listening, Speaking, Reading and Writing in order for students to become more confident with their knowledge about Italy, enable students to use specific language learning strategies and aspects of Italian grammar.
Year 5 students participate in a range of activities as they become more confident with their reading and writing skills in English. Students participate in games and language activities that focus on listening, reading, writing and speaking in Italian. Students in year 5 also participate in activities on the Interactive Whiteboard to make their learning more active and fun. Students are introduced to using Italian dictionaries appropriately to enable them to become more independent learners. They are also given some formal writing and reading tasks as they become more familiar with the language.

**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.

**Critical and Creative Thinking**

Critical and Creative Thinking involves active discussions and debate; identifying, exploring and exploring information and ideas, reflecting and evaluating and reasoning and procedures. Stories and books will often be the catalyst for discussion.