

2008

Year 5

SUBJECTS

ART
COMPUTER
DRAMA
ENGLISH
HEALTH & PHYSICAL EDUCATION
L.O.T.E.
MATHEMATICS
MUSIC
SCIENCE
S.O.S.E.

Introduction

Primary Curriculum Guide

This Curriculum Guide has been produced to enable parents to gain a better understanding of the curriculum areas covered throughout the Primary School.

It is the College's aim to help each student understand the relationship between God and His Word in everything they are learning and doing in the classroom.

Ruth Haycock, author of 'Encyclopedia of Bible Truths for School Subjects' writes:

"If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story.

What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world's pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds, about to prove what is that good and acceptable and perfect will of God."

We believe that all truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

The College endeavours to provide students with a stimulating and challenging curriculum, which will lead each student to realise the God-given potential within.

While curriculum is constantly being reviewed and updated, the ability of God to meet the students' search for truth through His Word and the Holy Spirit never changes.

"The fear of the Lord is the beginning of knowledge. . . ." (Prov. 1:7)

TO BE EDUCATED

By Carolyn Caines

If I learn my alphabet, can read 600 words per minute, and can write with perfect handwriting, but have not been shown how to communicate with the Designer of all language,

I have not been educated.

If I can deliver an eloquent speech and persuade you with my stunning logic, but have not been instructed in God's wisdom,

I have not been educated.

If I have read Shakespeare and John Locke and can discuss their writings with keen insight, but have not read the greatest of all books – the Bible – and have no knowledge of its personal importance,

I have not been educated.

If I have memorized addition facts, multiplication tables, and chemical formulas, but have never been disciplined to hide God's Word in my heart,

I have not been educated.

If I can explain the law of gravity and Einstein's theory of relativity, but have never been instructed in the unchangeable laws of the One who orders our universe,

I have not been educated.

If I can classify animals by their family, genus and species, and can write a lengthy scientific paper that wins an award, but have not been introduced to the Maker's purpose for all creation,

I have not been educated.

If I can recite the Preamble to the Constitution, but have not been informed of the hand of God in the history of our country,

I have not been educated.

If I can play the piano, the violin, six other instruments, and can write music that moves men to tears, but have not been taught to listen to the Director of the universe and worship Him,

I have not been educated.

If I can run cross-country races, star in basketball and excel in physical fitness, but have never been shown how to bend my spirit to do God's will,

I have not been educated.

If I can identify a Picasso, describe the style of da Vinci, and even paint a portrait that earns an A+, but have not learned that all harmony and beauty come from a relationship with God,

I have not been educated.

If I graduate with a perfect score and am accepted at the best university with a full scholarship, but have not been guided into a career of God's choosing for me,

I have not been educated.

If I become a good citizen, voting at each election and fighting for what is normal and right, but have not been told of the sinfulness of man and his hopelessness without Christ,

I have not been educated.

However, if one day I see the world as God sees it, and come to know Him, Whom to know is life eternal, and glorify God by fulfilling His purpose for me,

Then, I have been educated.

Year 5 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's 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, Art and the Bible, p.60.

Brief Description of Course

Children will be encouraged to use direct observation and experience to explore 2D and 3D activities in Drawing, Painting, Print making, Collage, Textiles and Modelling. They will combine and arrange elements to address some principles of art – harmony and repetition. They will share responsibility for solving visual problems in display and discuss ideas expressed in their own work. They will be encouraged to see the role of Visual Art Works in history and compare works from different cultures.

General Aims and Objectives

- To use a variety of media to express aspects of perspective, movement, effects of mood, particular viewpoints, particular time and particular places.
- To use primary and secondary colours and tone to express mood, shade and shadow in painting, print making and collage
- To discuss works by others and their presentation
- To compare Visual Art Works from different cultures
- To understand God is the supreme artist : Creation is God's artwork
- To allow children to recognise and develop their own God-given creativity

Topics

- Painting
- Printing
- Textiles
- Drawing
- Construction
- Collage

Time Allocation

- 1 x 60 minutes per week

Special Requirements

- WCC Art Smock or heavy duty plastic smock that covers well
- Display book

Assessment

- Each unit of work assessed
- Effort and progress of each unit
- Ability to work and share with others
- Attitude to the work of others
- Care and responsibility taken for equipment and facilities
- Behaviour
- Assistance given in cleaning up and packing up after activities

"I am sending you Hiram-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

Year 5 COMPUTER

“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

Brief Description of Course

The Year Five Computer Course continues to build on the foundations of learning given in previous years. The students’ computer skills continue to be enhanced by “hands on” experiences, developing an increasing confidence in their ability to apply their computer knowledge and skill to other areas of their learning program.

General Aims and Objectives

- To build on previous knowledge of a word processor
- To be able to use Kahootz (3D animation software) and Microworlds (programming language) to create animation projects
- To develop good touch typing techniques
- To understand how computers can be used in Christian work
- To understand and explore concepts related to the internet

Topics

- Computer Awareness
- Keyboarding
- Software Applications
- Programming and Problem Solving

Time Allocation

- 1 x 42 minutes per week

Assessment

- Assignments
- Ongoing results for typing progress (Mavis Beacon Teaches Typing)
- Speed and accuracy test (typing)
- Observations

“... and knowledge shall be increased.”
Daniel 12:4

Year 5 DRAMA

“Thinking cannot be clear till it has had expression. We must write, or speak, or act our thoughts, or they will remain in a half torpid form. Our feelings must have expression, or they will be as clouds, which, till they descend as rain, will never bring up fruit or flower. So it is with the inward feelings; expression gives them development.”
- Henry Ward Beecher, 1813-1887.

Brief Description of Course

Year Five students will refine skills in Mime and Role Play. They will be building on skills and abilities developed in the earlier Year Levels. There is more emphasis on performance skills.

General Aims and Objectives

- To understand the ability to speak is given to us by God. He will direct our choice of words and the organisation of what we say, as we permit Him to do so.

Speech

- Clear communication through memorization, characterization and solo performance.
 - Performing to be heard

Movement

- To develop a body awareness
- To develop the use of movement as a form of dramatic expression through:
 - Incorporating various space levels into role-play
 - Demonstrating realistic movement
 - Clowning unit (various skills associated with clowning)
 - Performance skills
 - Group work
- To develop a spatial awareness through:
 - Incorporating various space levels into role-play
 - Demonstrating realistic movement depending on the environment
 - Clowning unit (various skills associated with clowning)
 - Performance skills
 - Group work

Improvisation

- Through changed scenarios and responding through speech
- Using speech in role-plays
- Using speech in partner work and group work where a character is partially developed and demonstrated
- Through extended conversation with a partner when given a scenario

Script reading and role-play performances

- Characterization
- Memorization
- Performance skills

Topics

- Movement
- Role Play
- Improvisation
- Speech

Time Allocation

- 1 x 42 minutes per week

Assessment

- Checklist
- Observations
- Performance

“No-one ever spoke the way this man does.”
John 7:46

Year 5 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.*

Brief Description of Course

The Year Five English Course aims to develop the students' ability to communicate using language in many different ways. Opportunities for research, communicating information and recording information are given. Studies of language conventions are undertaken to supply students with the necessary tools with which to use language appropriately. Written exercises are designed to improve students' confidence in expressing their own thoughts and feelings.

General Aims and Objectives

- To interpret and evaluate the spoken word
- To develop skills to acquire knowledge by reading
- To write effectively to communicate thoughts, feelings and record information
- To communicate orally through questioning, answering and sharing experiences
- To understand God is a communicating God; He wants us to know His thoughts.

Topics

- Speaking and Listening – listening/speaking activities, social communication, drama
- Reading – private, oral, group, reading for meaning and information, library, vocabulary, dictionary skills
- Writing – recount, exposition, report, narrative and procedure
- THRASS spelling
- Word study
- Grammar – sentence structure, punctuation

Time Allocation

- Approximately 620 minutes per week

Requirements

- Dictionary
- "English Skills for Primary Students" Book 5
- Guided reading material
- Handwriting book

Assessment

- Mid and end of term tests
- Oral reading and reading comprehension
- Oral presentation of projects
- Writing
- Handwriting
- Grammar

"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

Year 5 HEALTH & 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*

Brief Description of Course

Sport Education is a major component of the program at the Year Five level. Skills are practised within the context of different sports skills, rules and game strategies (still modified) are developed. The program aims to provide for positive, enjoyable sporting experiences that will encourage sports participation in later life.

General Aims and Objectives

- To understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness
- To build on the basic ball skills and locomotor skills developed in earlier years
- To improve social confidence and competence in small and large group activities
- To develop teamwork and sportsmanship in a competitive environment
- To develop sports-specific skills, game skills and knowledge in a range of team competitive sports

Topics

- Gymnastics
- Aquatics
- Fitness
- Athletics
- Dance
- Health

Sports Covered

- Australian Rules Football
- Netball
- Soccer
- Cricket
- Badminton
- Hockey
- Softball & Rounders
- Basketball
- Volleyball
- Bat Tennis
- Table Tennis
- Kickball

Time Allocation

- 1 x 42 minutes per week P.E.
- 1 x 90 minutes per week Aquatics (1 term)
- 2 x 42 minutes per week Inter-School Sports
- 1 x 60 Chapel
- 1 x 42 Character First

Special Requirements

- P.E. uniform as per College Handbook

Assessment

- Beep Test (Fitness)
- Interschool Sports
- Interhouse Sports
- Class Performance

"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

Year 5 LANGUAGES OTHER THAN ENGLISH (L.O.T.E.)

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

Brief Description of Course

The LOTE course endeavours to provide students with opportunities to speak and listen to another language that is well-suited to enhancing their future educational and career opportunities. It will give students an understanding of another culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. Indonesian will be taught through listening and speaking, reading and writing in 'Bahasa Indonesia'.

General Aims and Objectives

The students will be able to

- Appropriately and confidently use language in various situations such as role-plays, songs and other class-room activities.
- Have cultural awareness of various Indonesian customs and ways of life.

To give students a Christian and Biblical perspective of foreign languages and to understand that God originated languages and in Heaven, all nations and languages will be represented.

Topics

- Greetings (forms of address and looking at various ways to say goodbyes)
- Occupations
- Family (looking at a family in Indonesia)
- Food and drink
- Islands and cities in Indonesia
- Transports in Indonesia

Time Allocation

- 1 x 42 minutes per week

Assessment

- Class observation
- Vocabulary tests
- Oral and aural tests
- Role plays
- Participation in class activities
- Written and verbal tasks
- Minor topic assessments

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

Year 5 MATHEMATICS

*"God uses mathematics in everything He makes. He makes things in multiples of sevens, eights, 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*

Brief Description of Course

The Year Five Maths Curriculum is designed to give children the skills and tools of numeracy, as well as the opportunity to experience a 'hands on' approach to measurement. The course uses Maths Plus as the basic text and other texts to extend and drill for mastery.

General Aims and Objectives

- To develop confidence and competence in using mathematics in commonly occurring situations
- To develop the capacity to use mathematics in solving problems individually and collaboratively
- To learn to communicate mathematically
- To learn techniques and tools which reflect modern mathematics
- To give students the opportunity to experience the process through which mathematics develop
- To understand that number concepts begin with God

Topics

- Number and Algebra - Review and extension of use of the four processes
Use of calculators, estimation, approximation, number properties and patterns, and computers
- Chance and Data - Interpreting information – graphs, statistics
- Space - Geometry – predicting and analysing designs and patterns:
visualisation skills
- Measurement - Formal units of measurement
investigating, problem solving, using number and space

Time Allocation

- 5 x 42 minutes per week

Requirements

- Maths Plus Student Workbook
- Maths Plus Mentals Book
- Calculator

Assessment

- Tests – tables and number facts – Mental Maths
- Mid term and end of term diagnostic tests
- Practical class projects

"He determines the number of the stars and calls them each by name."

Psalms 147:4

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

Luke 12:7

Year 5 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 (1685 – 1750).*

Brief Description of Course

The year Five Music Course is designed to build on the foundation of the previous year. Recorder and keyboard study is continued and developed with speed reading practice and practice in sight reading. Students are encouraged in areas of practical music as well as music appreciation. Aural tests are used to improve students’ ability to identify pitch and rhythm.

General Aims and Objectives

- To develop the students’ musical ability
- To foster an appreciation of music
- To build on the knowledge of music theory
- To achieve fluency on the recorder
- To extend keyboard knowledge and ability
- To give opportunity for performance
- To understand music is God’s gift to us and is everywhere in the universe to praise God.

Topics

- Recorder
- Theory
- Keyboard
- Aural Training
- Singing

Time Allocation

- 2 x 42 minutes per week

Requirements

- Recorder and folder
- Kids on Keyboard book
- Pencils
- Display Book

Assessment

- Observation and checklists
- Effort and ability – recorder and keyboard
- Participation
- Performance
- Attitude and behaviour
- Tests
- Practice habits

“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

Year 5 SCIENCE

*“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honoring Him.”
– James F. Jekel*

Brief Description of Course

The Year Five Science Course uses aspects of the Primary Investigations course, which provides units of Energy and Investigation. The course will consist of both classroom lessons and experiments and various other texts. Students will continue to develop their understanding of the world and its relevance to their lives.

General Aims and Objectives

- To sustain children’s natural curiosity by encouraging them to explore their surroundings
- To improve children’s explanation of the world
- To focus specifically on the understanding of Energy
- To understand God is the Creator

Topics

- Magnetism – properties of magnets
- Crystals - formations
- Introducing Energy – energy transfer, forms of energy, sound and light transfer, simple levers and gears
- Energy – electrical power, jet engines and rockets, wind, water and solar power, steam and petrol power, nuclear energy
- Scientist – “Sir Isaac Newton”
- Bee Kingdom – social behaviour of bees
- Design and Efficiency – design and energy efficiency, construction, useful and wasted energy
- Investigating Astronomy – apparent movement of stars, planisphere, solar system, movement of earth, sun, moon, lunar phases

Time Allocation

- 1 x 85 minutes per week
- 1 x 30 minutes per week – Science reading

REQUIREMENTS

- Primary Investigations Student Book (class set)
- Class sets of Science Texts

Assessment

- End of term test
- Regular testing of Science units
- Observation of participation in class and group activities
- Class Performance
- Science projects

“In the beginning God created the heavens and the earth.”
Genesis 1:1

Year 5

STUDIES OF SOCIETY AND ENVIRONMENT (S.O.S.E.)

*"The world is a great book, of which those who never stir from home read only a page."
- St Augustine, died in 604.*

Brief Description of Course

The Year Five Social Studies Course aims to continue studies of early European settlement in Australia (commenced in Year 4). It will endeavour to give students an understanding of the reasons for our diverse culture and historical background, and the way in which the nation has developed. This includes studies of the development of self-government and the foundations of our Australian Constitution.

General Aims and Objectives

- To research Australian History and changes in Australian society from 1813 to the present day
- To gain an understanding of events leading to self-government
- To research Australia's natural resources and development of our Primary and Secondary industries
- To develop an understanding of society's recreation and leisure activities and the reasons for the increase in these
- To understand the God is interested in all nations and in people from those nations

Topics

- Early Australian History – 1813 onwards
- Land Exploration
- Settlement in Australia
- Discovery of Gold
- Development of Government in Young Australia
- Australia Today – natural resources – Primary and Secondary Industry
- Tourism, Recreation and Leisure

Time Allocation

- 1 x 84 minutes per week

SPECIAL REQUIREMENTS

- Atlas

Assessment

- Term Tests
- Presentation of work in folder
- Goldfields Model
- Projects – oral presentation
- Participation in discussions

"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