



St Hilda's School

# A Journey Through Year 5





# Teachers

- **Form Teachers:**

- **Mr Dan Martinez**
- **Mrs Kate Kefford**
- **Miss Kate Griffin**
- **Mrs Gayle Neville**
- (English, Mathematics, Science, Humanities and Personal Development)
- The following staff will be teaching specialist subjects:
- **Mrs McIlwraith** - Religion Education
- **Madame Ganet** - French
- **Miss Thomas & Mrs Dwyer**- H.P.E.
- **Mrs Emery**- Music
- **Mrs Raison** – Art
- **Mrs Grimmer** – Library
- **Mrs Powell** - ESL
- **Mrs Le Roy** – Learning Enhancement
- **Mrs Nind** - Drama





# Curriculum-English

The English Program for this year will follow the guidelines set in the Australian National Curriculum. In Year 5 we also aim to link writing genres and reading texts as closely as possible with the themes and topics in Humanities and Science.

The Australian Curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage.





# Curriculum-English

## Literature and Literacy Strands

- **Literature:**
  - Involving a wide variety of text types
  - Focus on 'How to Comprehend'
  - Skills: Main Idea, Comparing and Contrasting, Fact and Opinion, Cause and Effect, Figurative Language
  - Responding to Literature, Examining Literature, Creating Literature
  - Class novels:
    - Sem 1 – The Forests of Silence – Deltora Quest by Emily Rodda.
    - Sem 2 – Now by Moritz Gleitzman and Storm Boy by Colin Thiele
- **Literacy**
  - Paragraph writing – structure and comparative paragraph writing
  - Genres: (Some genres e.g. 'Report Writing' will be linked to Science)
  - Narrative and Persuasive Writing (NAPLAN Focus)
  - Response writing, Information Report, Creating a Brochure,
  - Letter writing, Poetry, Procedure, Explanation





# Curriculum-English Language Strand



## Spelling and vocabulary:

- A phonetic approach to spelling, reading and writing
- Extension of vocabulary to express greater precision of meaning
- Dictionary/thesaurus skills
- Investigation of word origins, prefixes, suffixes, homophones, synonyms and antonyms

## Grammar and Punctuation:

- Nouns, verbs, adjectives, adverbs, pronouns, prepositions, clauses, topic sentences, formal and informal language, figurative language, word associations, connectives, paragraphs
- Capital letters, full stops, commas, apostrophe of possession, direct and indirect speech, commas, abbreviations, question and exclamation marks





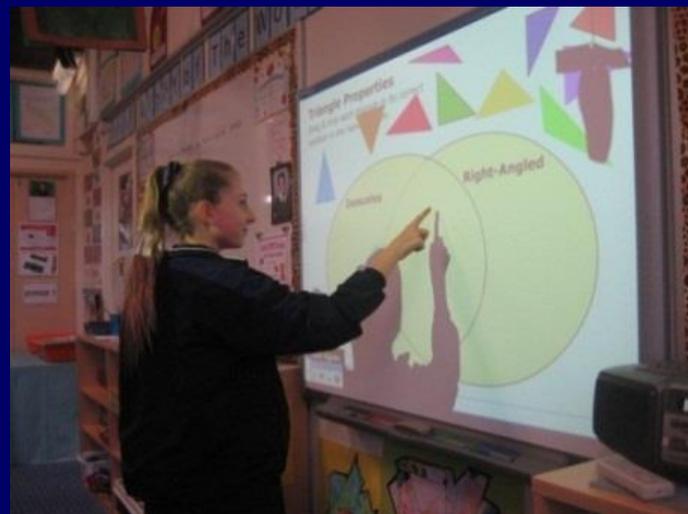
# Curriculum-Maths

## TEXT

- New South Wales Targeting Maths 5
- New South Wales Targeting Maths Mentals 5

## CURRICULUM

- Maths Groups – 4 per week - Streamed – Number, mental & written calculation and problem solving
- Form Maths – 3 per week – Measurement, Statistics & probability and problem solving
- Number and place value
- Fractions and decimals
- Money and financial matters
- Patterns and algebra
- Using units of measurement
- Shape
- Location and transformation
- Geometric Reasoning
- Chance
- Data representation and Interpretation
- Routine & Non routine Problem Solving
- Investigations





# Curriculum- History

## AUSTRALIAN HISTORY IN THE 1800S

- The establishment of British colonies in Australia in the 1800s
- Daily life of British free settlers, convicts and Aboriginal people during this era
- Contribution of significant individuals in Australia in the 1800s, including explorers
- Examination of why people migrated to Australia in the 1800s
- The Gold Rush in Australia and the Eureka Stockade



## SKILLS ADRESSED

- Identifying and using appropriate primary and secondary sources
- Sequencing events using timelines
- Using historical terms
- Posing questions for research tasks
- Researching, including taking notes
- Presenting findings through writing, reports, orals





# Curriculum- Geography

## HUMAN AND ENVIRONMENTAL CHARACTERISTICS OF PLACES

- What is Geography?
- Location of North America and Europe and its relationship to Australia
- Influence of People on the Environment
- Influence of the Environmental on the Human Characteristics of Places
- Natural Disasters: Bushfires

## SKILLS ADRESSED

- Interpreting and constructing maps and graphs by conforming to mapping conventions including world maps, population density maps, climate graphs
- Using geographical terms
- Using geographical data to infer relationships
- Posing questions for research tasks
- Researching, including taking notes
- Presenting findings through writing, orals

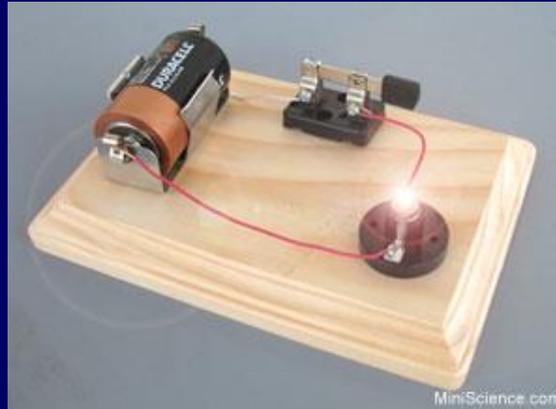




# Curriculum-Science

## TOPICS COVERED:

Earth's Place in Space  
Micro-Organisms  
Electricity



## STUDENTS ARE ABLE TO:

- Pose questions
- Make predictions
- Plan activities and investigations
- Collect and organise data, information and evidence
- Evaluate information and evidence to support data
- Draw conclusions using scientific terminology
- Identify fair testing
- Reflect on and identify different points of view and consider other people's values relating to science
- Reflect on learning to identify new understandings and future applications.



# Year 5 Drama, Sem 1 & 2

- In 2018, students will study Drama for one semester.
- They will acquire and develop skills in forming, presenting and responding, and continue to learn In, Through and About Drama.
- **IN** Drama... the students learn many important skills such as working together co-operatively in large and small group situations, sharing ideas and listening to the contributions of others. They develop empathy by learning to respect and support other peoples' ideas, express and contribute their own ideas and develop confidence when presenting these to the class... all whilst working towards a common goal.
- **THROUGH** Drama... topics and themes being undertaken in the Core subjects may be explored in our lessons. This helps to enhance the students' learning, assisting them in making connections so that their class work makes more sense and has more meaning.
- **ABOUT** Drama... the students learn about and develop acting and presentation skills such as using their voices and bodies expressively. We explore "stepping into someone else's shoes" by taking on roles and playing different characters. In many of the activities the power is handed over to the students, rather than being teacher directed, allowing them to use their imagination and experiences to consider situations from another's viewpoint or perspective.
- Our weekly lessons take place in the Caedmon Centre and this creative space without desks provides a wonderful avenue for self-expression, awareness of others and the development of each student and her skills.
- We are looking forward to a great semester of learning and fun in Drama!

# Year 5 RE

- The girls at St Hilda's have an RE lesson once a week and during that lesson each class will begin with the girls reflecting on their Gratitude. The older grades will write a Gratitude Prayer in their book which they may share with the class. The younger grades either reflect verbally or will draw their gratitude. During our lessons, we use the Bible stories to reflect and discuss Christian values and how we can practice these in our daily life. The girls will hear stories from the Old and New Testament and the girls in Year 4-6 (who have their own Bibles) will learn to use the Bible. The girls will also learn about the Bible and who wrote it. In Year 4, we will spend time understanding the meaning of Baptism and Holy Communion. In Year 6, we spend the third term studying a few of the other world religions. From time to time, we also do some Christian Meditation with various classes usually based on a Bible Story.
- This Year, we have a Prayer Space available for the Year 4-6 students two lunch playtimes per week. The girls will be able to come into this space if they wish and merely reflect on their day or any issue in their own life or someone else's life that they feel they would like to pray about. There are a few stations to make the girls feel comfortable and relaxed.

# Year 5 Visual and Media Art

- This year we will be incorporating Media Arts into our Creative Arts curriculum at St Hilda's. Students will now learn Visual and Media Arts in their specialist art lesson once per week for the entire year.
- In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.
- In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.
- In Year 5 we will begin the year with a unit that focuses on the work of Yayoi Kusama, whose artwork we will see when we visit GOMA in Week 2.



## NATIONAL LITERACY & NUMERACY TESTS

The NAPLAN testing period will be held on  
**Tuesday 15th – Thursday 17th May 2018**

The genre of the Writing task will be either a narrative or persuasive style of writing.

Results from last year indicate that our girls are well above the state average and the National average.

[http://www.naplan.edu.au/home\\_page.html](http://www.naplan.edu.au/home_page.html)



# iPad Etiquette

- All students will have signed the Policy on the Use of Computers and Internet document.
- Form Teachers will discuss the correct etiquette for emails, social media and internet use. Your daughter's teacher is the first port of call for any concerns related to iPad use.
- The list of required Apps can be found on the school website.
- If other Apps are required, we will endeavour to ensure that they are free. If you would like to keep your iTunes password private, please do not hesitate in arranging for your daughter's Form Teacher to monitor the use of this information.
- The girls should arrive at school with their iPad fully charged and ready for use, each day.
- At present the iPads are not to leave the classrooms during Morning Tea and Lunch breaks.
- If the students are having issues with their iPad they can email Mr Powell directly for assistance.



# CAMP

Dates: Wednesday 7<sup>th</sup> – Friday 9<sup>th</sup> February 2018

Travel: Bus

Location: Camp Goodenough  
Bilambil, New South Wales

Please ensure that your personal details have been updated in the Health Centre.

Further details of camp will be available on Parent Lounge at least two weeks prior to departure.





# Communication Between Home and School

- The students are currently using diaries and email. Parents are also able to write a note to their daughter's teacher via the diary.
- Please read the weekly newsletters – vital information is within.
- Any parent who wishes to communicate with a staff member is asked to use email, letter or a note in the diary. You are also welcome to contact Junior School reception.





# Parent Teacher Interviews

- Two opportunities are provide during the year for parents and teachers to meet formally:
  - 29 March: 10 minute meeting.
  - 21 September : 10 minute meeting





# Thank You

Thank you for attending the Parent Information Session for 2014  
Please feel free to contact your Form Teacher on the following email  
address:

Year Five

Mr Dan Martinez

[dmartinez@sthildas.qld.edu.au](mailto:dmartinez@sthildas.qld.edu.au)

Mrs Kate Kefford

[kkefford@sthildas.qld.edu.au](mailto:kkefford@sthildas.qld.edu.au)

Miss Kate Griffin

[kgriffin@sthildas.qld.edu.au](mailto:kgriffin@sthildas.qld.edu.au)

Mrs Gayle Neville

[gneville@sthilda.qld.edu.au](mailto:gneville@sthilda.qld.edu.au)

Please note that urgent messages should be telephoned into the Junior  
School Office so that they can be attended to as soon as possible.

