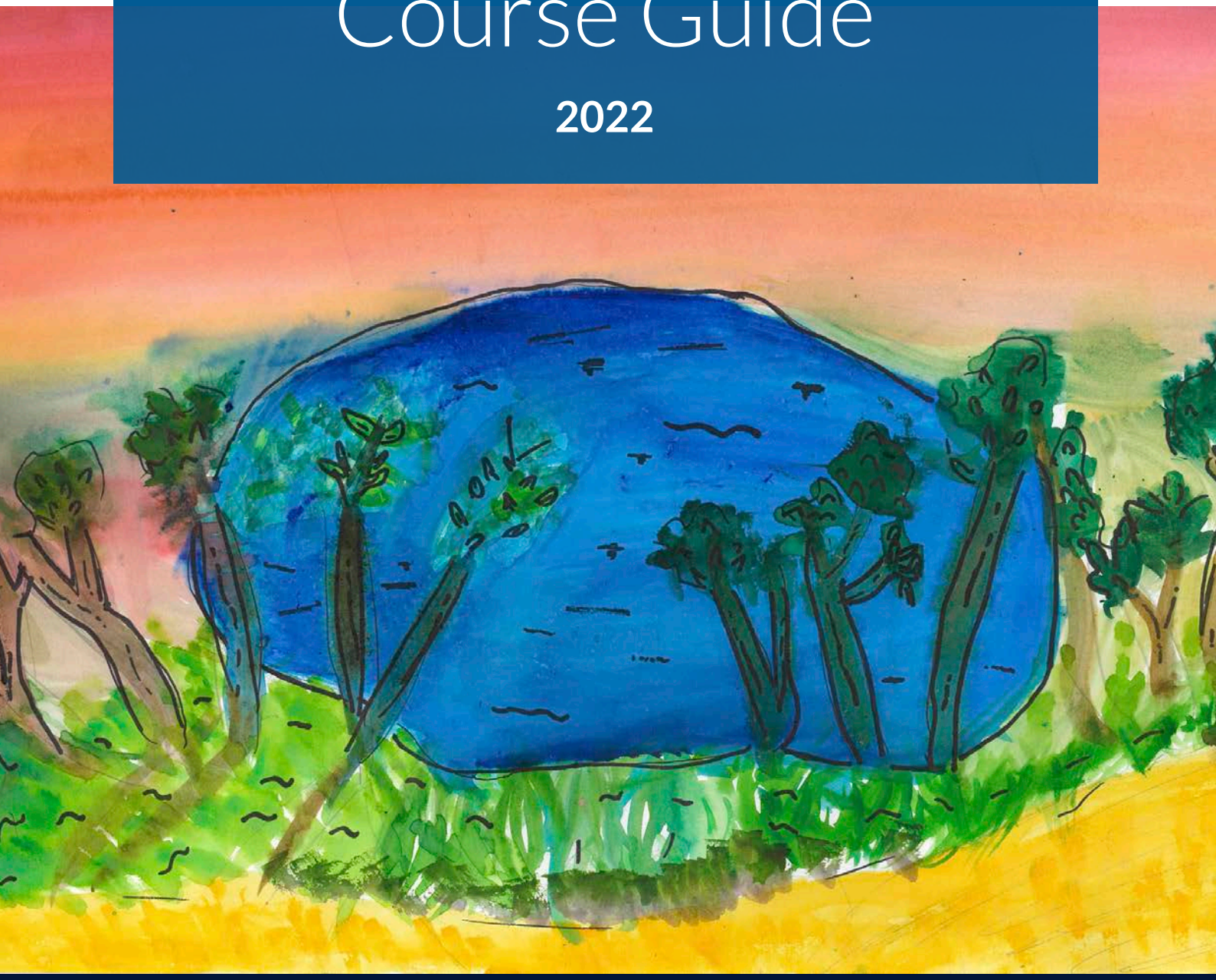
St Leonard's College

An education for life.

# Years 5 and 6 Course Guide

**2022**



**stleonards.vic.edu.au**

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# Contents



**Front cover**
Natalia Kepper, Year 5, 2021.

# Introduction

## Welcome to Years 5 and Year 6. This Course Guide provides details of the academic program in 2022.

This course guide provides information about the subjects offered in year 5 and year 6 which are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

The years 5 and 6 program ensures that students have specialist teachers for all of their subjects; they learn Mathematics from a mathematician and Science from a scientist and so on. Students will study the core subjects of English, Mathematics, Science and Humanities, with the addition of LOTE, Physical Education, Music, Choir, Drama, DigiSTEM and Head Heart and Soul. The academic program provides suitable academic rigour enabling our year 5 students to successfully transition into the academic program and for our year 6 students to be equipped with the skills, knowledge and attributes that will see them ready for the transition into year 7 and Middle School at St Leonard's College.

Within the caring and supportive environment of years 5 and 6, students are encouraged to become actively involved in a wide variety of activities, and to make the most of all opportunities presented to them throughout the year. Involvement in these activities will assist students in taking greater independence and responsibility for their own learning which is appropriate at this age and stage of their education.

All students participate in the Outdoor Education program at Camp Ibis, the College's permanent camp site situated on the Banksia Peninsula. This opportunity allows students to get to know each other and build a sense of community whilst developing skills in outdoor pursuits. In 2022, year 5 students will attend Camp Ibis during term 1 and year 6 students in term 4. Year 6 students also travel to Canberra during term 2 which forms part of their Humanities curriculum.

Each student has a digital school diary, App4, which is an important means of communication and organisation. Subject teachers and students will record all details of school commitments and home learning in their electronic diary. Students are encouraged to complete 1 hour of homework during the week. Throughout the year, home learning will consist of 20 minutes of reading, the consolidation of learning, time completing research tasks and preparing for tests.

# Introduction

Years 5 and 6 students are expected to have their own iPad and bring it to school daily, with students using their iPad across all subject areas.

Assessment is continuous and consists of a number of components. Classwork, assignment and project work, presentations, tests and home learning all form part of the general assessment. Students are encouraged to prepare for assessment tasks by revising their work regularly, and to organise their time for assignments, thus establishing an effective study routine. Broadly, regular assessment is designed to enable students to demonstrate that they have reached the learning objectives associated with each course.

There will be formal opportunities for parents to discuss the progress of their child through parent teacher interviews held in Semester 1 and Semester 2. Throughout the year parents are encouraged to contact mentors, specialist teachers and myself to discuss any matters relevant to the educational experience of your child.

The subjects studied during the year are listed below along with the time allocated to each class over the 10-day timetable cycle.

| Subject | Time allocation per week |
|---|---|
| English | 3 hours and 20 minutes |
| Mathematics | 3 hours and 20 minutes |
| Science | 3 hours and 20 minutes |
| Humanities | 3 hours and 20 minutes |
| LOTE (French, Chinese or Spanish) | 3 hours |
| Physical Education | 2 hours |
| Music and Choir | 1 hour and 40 minutes |
| Drama | 1 hour and 20 minutes |
| DigiSTEM | 1 hour |
| Art | 2 hours |
| Heart and Soul | 20 minutes |

We encourage all students to do their best and embrace all the opportunities presented in years 5 and 6. The transition of students into year 5 is a very exciting time as is the significance of completing Year 6 and the conclusion of the primary years of education. We wish all students well in their endeavours in 2022.

Simon Daniels
**Head of Years 5 and 6**
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# Art

## Aim

The Visual Arts program promotes human expression through the development of students' visual literacy by functioning as artists, as well as learners of the arts. Students develop curiosity about themselves, others and the world to become effective and creative problem-solvers.

Students will experiment with visual arts techniques to represent themes, concepts and ideas through their artwork. They will make a shift from teacher directed work to more individual interpretation of unit themes.

Students will design and create art in two and three-dimensional forms, giving due consideration to the exhibition and audience of their work. Students will explore, challenge and enrich personal identity and individuality. They build awareness of the aesthetic in a real-world context developing an inquiring and empathetic world view.

## Content

Students move freely through a creative process towards a deeper understanding of the Visual Arts. Students develop their drawing skills and are introduced to Visual Communication Design. They get their hands dirty with 3D construction and discover new 2D painting and printmaking skills.

### Visual diary

Students are required to use their visual diary to enhance ongoing research, design and development in a range of journaling tasks. This will document the design processes undertaken in class in a sequential and organised manner and will include drawing, designing, experimentation and the annotation of creative and critical thinking, processes and ideas.

### Responding to art

Throughout the year the students also learn about artists from history and contemporary artists through research projects, relevant to their practical work. The iPad is frequently used to research and record their progress and create presentations. During the course of the year the students will learn how to use art terminology when discussing and analysing relevant artists' work and describing their ideas.

## Assessment

Assessment criteria will be provided at the beginning of each area of study. All areas of study will be combined to ascertain an overall grade at the end of the semester.

# DigiSTEM

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies, and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

## Year 5

Year 5 students will be doing a number of units of work to introduce and extend their knowledge of Science Technology Engineering and Mathematics. Additionally DigiSTEM will develop students' skills in problem-solving and critical thinking, digital literacy, creativity, innovation and collaboration. It aims to:

- See how robotics can be used in a greater context of life
- Develop students' confidence as users of technologies and producers of designed solutions
- Use design and systems thinking to generate design ideas and produce a product to suit a particular purpose

## Content

DigiSTEM encourages a diverse array of important new thinking skills. Students will be challenged via problem solving projects to develop their design, computational and creative thinking skills.

They will be:

- Making a Surgery training model using a "Makey Makey"
- Learning basic programming and implications of robotics using "Sphero" programmable robots
- Designing and making objects for a specific purpose using a 3D printer
- Investigating the basic language of computing (binary)

## Learning and teaching methods

In DigiSTEM classes students will be given big questions and problems to solve and be expected to develop and design their own personalised solutions.

In doing so, either individually or in small teams, students will gain an array of important 21st century skills.

Other classroom activities may involve simple logic puzzles, pattern recognition, analysing and visualising data, the design of user experiences and evaluating design ideas.

## Assessment

- Class work
- Project work

# DigiSTEM

## Year 6

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies, and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Building upon what was learnt in year 5 students will be doing a number of units of work extend their knowledge of Science Technology Engineering and Mathematics. Additionally DigiSTEM will further develop students' skills in problem-solving and critical thinking, digital literacy, creativity, innovation and collaboration. It aims to:

- Use computational thinking to create digital solutions
- Use digital systems to locate appropriate information and to creatively communicate ideas
- Develop students' confidence as critical users of technologies and producers of designed solutions
- Appropriately produce and use on line digital solutions
- Teach how to be an effective digital citizen

## Content

DigiSTEM encourages a diverse array of important new thinking skills. Students will be challenged via problem solving projects to develop their design, computational and creative thinking skills.

They will:

- Investigate a process by gathering information about the production of food and its sustainability
- Design and construct basic robots that will move in unconventional ways to simulate the movement of animals
- Investigate digital citizenship and create an online collaborative product where people can interact virtually

## Learning and teaching methods

In DigiSTEM classes students will be given big questions and problems to solve and be expected to develop and design their own personalised solutions. In doing so, either individually or in small teams, students will gain an array of important 21st century skills.

Other classroom activities may involve simple logic puzzles, pattern recognition, analysing and visualising data, the design of user experiences and evaluating design ideas.

## Assessment

- Class work
- Presentations
- Project work

# Drama: Welcome to the stage

## Aim

- To encourage and develop students' confidence and interest in Drama
- To develop skills, techniques and imagination in creating and making work
- To encourage students to explore and express their ideas in a safe, creative and inclusive manner
- To encourage, support and build collaborative awareness through the development of communicative and cooperative skills
- To encourage and develop creative risk taking and excellence

## Content

Across the two years, the year 5 and 6 drama course seeks to introduce students to the world of performance through engaging and enriching workshops. Students will explore the following components of drama:

- Dramatic method and ensemble: basic skills as an introduction to the dramatic arts through a series of lessons centred around group work
- Voice: safe practise through the use of techniques such as projection, clarity, enunciation and modulation
- Movement: safe practise of body awareness, motor skills, levels, posture, body language and facial expression
- Role and character: exploring context, creating and building role from stimuli such as pictures, stories, toys and real-life experience. Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action
- World Theatre: students will engage with a range of materials from Europe, Asia and also Indigenous stories.
- Dramatic Practise: students explore dramatic action, empathy and space in play-building and scripted drama, to develop characters and situations
- Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience
- Explain how the elements of drama and production communicate meaning by comparing drama from different social, cultural and historical contexts including in the drama of Aboriginal and Torres Strait Islander peoples

## Learning and teaching methods

Each class group will have one 80-minute drama lesson per cycle of the timetable with one of our highly qualified and passionate drama practitioners.

Both the years 5 and 6 drama curriculum focus on the development of students' key skills around collaboration, imagination and creativity. Activities involve fun, fast paced games as well as workshops rehearsals and performances in the areas of study above. A typical class involves a warm-up activity, a short workshop to learn and discuss a new concept or skill, the development of a short group-devised scene, followed by a performance to peers to demonstrate the applied learned skill.

# Drama:
# Welcome to the stage

Through the Hart Theatre Company years 5 and 6 students also have the opportunity to audition to take part in the years 5 and 6 Musical each year. This is part of the College cocurricular program, with rehearsals taking place after school and on weekends.

## Assessment

In years 5 and 6 students are assessed individually on their ability to demonstrate skills in the following areas:

- Explore and Express Ideas: imagination, character creation, exploration of dramatic possibilities
- Drama practices: development of skills, techniques and processes. Students ability to structure work
- Present and Perform: application of acting elements, rehearsing and refining ideas
- Respond and Interpret: describing, reflecting, questioning, analysing and evaluating to demonstrate understanding of drama

Students also set themselves goals for each semester which are shared between school and home, to best support each child in their pursuit of academic rigour.

# English

## Years 5 and 6

### Aim

English develops skills and communication competencies needed to access and engage with learning across the curriculum. It enables understanding and allows us to ask questions of ourselves, of others and of texts, while learning to consider ideas and to form and express our own. English broadens our experience and our perspectives as it opens our eyes to limitless possibilities.

The years 5 and 6 English program guides students through a two-year learning cycle. Suitably selected texts designed to entertain, delight and challenge are explored, providing an enhanced appreciation of Literature. Essential skill acquisition is embedded, supporting an ongoing exploration and passion for: Reading, Writing, Speaking and Listening.

### Content

The years 5 and 6 English program aligns with the Australian Curriculum and is explored through the development of conceptual understandings and practical skills simultaneously. It builds on concepts, skills and processes developed in earlier years: revisited, strengthen, extended and enhanced.

Literary texts are selected that support and extend students in years 5 and 6 as independent readers, describe complex sequences, a range of non-stereotypical characters and elaborated on events including flashbacks and shifts in time have been selected to engage students' enjoyment.

These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Students will listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

The inclusion of informative texts contributes technical and content information about a wide range of topics of interest, as well as topics being studied in other areas of the curriculum. Text structures featured in learning include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features will incorporate complex sentences, paragraphs, unfamiliar technical vocabulary, figurative language and information presented in various types of graphics.

Each term, information pertaining to the year 5/6 English curriculum is provided on the STL Learning website. This includes: conceptual understandings, an enduring understanding, essential questions that guide learning, student understandings (or outcomes) and suggested tasks to complement learning while at home.

# English

## Learning and teaching methods

**Reading:**
Reading plays a role in every aspect of everyday classroom learning. The ability to read and comprehend are skills used to determine the key idea and tone in every piece of writing that is authored. These skills benefit throughout life.

Suitably selected texts, articles and novels provide a guiding force while learning English in years 5 and 6. During year 5, texts are shared as a class read through, partner reading, as a graphic novel, an audio version or video. Year 6 students have an increased expectation to become more independent while reading. All reading scenarios are devised to enhance enjoyment and supported learning is available at all stages.

**Writing:**
Writing is a complex process as it requires a range of skills to translate ideas and information into readable content successfully. Skills acquisition for the required correct use of vocabulary, grammar, spelling and punctuation, along with being able to engage the reader and convey your message effectively, is foremost.

A variety of text types are explored during year 5 and consolidated in year 6. These are explicitly taught, modelled, scaffolded and experienced in different settings allowing for interdisciplinary competence.

**Speaking and Listening:**
Oral presentations comprise audience acknowledgement and expectation and are scattered through the two-year cycle. Building confidence, presentation skills and an awareness of the need for audience engagement guide this learning.

**Spelling and Grammar:**
An evidence informed spelling program utilising a phonemic awareness approach is in place in years 5 and 6. It focuses on the basic units of sound in our language – listening for the sounds (phoneme) and the letter/s that produce them (graphemes). It explores the letters or common groups of letters that represent these graphemes and how they are then used to represent the words.

Our years 5 and 6 spelling program goes beyond phonics to include all the other essential components needed to read and spell. As the 2-year cycle progresses, a significant portion of learning is dedicated to word study, including morphology (prefixes, suffixes and Greek and Latin roots), etymology (word origins) and language concepts like homophones and homographs.

Grammar skills are taught intrinsically while writing during drafting processes, and also developed explicitly with the aid of a grammar text for personal learning and support.

# English

## Assessment

Assessments test students' knowledge focusing on the Australian Curriculum and informs students of development in the essential skills, predominantly literacy, needed in life.

A variety of strategies are employed, from those that assess theoretical knowledge to practical application seen in the classroom. Diagnostic, formative and summative assessment approaches are utilised.

These assessment experiences may include:

- Written assessments including creative and structured writing
- The use of rubrics and performance criteria
- Oral presentations and performance
- Quizzes and surveys
- Drafts, writing samples and summative tasks
- Weekly spelling tests
- Age specific diagnostics

# Humanities

## Aim

The vision for the years 5 and 6 Humanities program is for our students to become engaged, responsible global citizens who contribute positively to the world. There are two major goals which overlap and reinforce one another. The first is to provide a learning environment where students will be able to develop greater understanding of their own and other societies. The second major goal is to enable students to develop skills such as critical and creative thinking skills and communication skills that allow them to participate effectively in society.

## Content

The Humanities disciplines are learned through the Inquiry units and driven by the Victorian Curriculum. The Humanities include Civics and Citizenship, Economics and Business, Geography and History.

## Civics and Citizenship

In Civics and Citizenship, students explore the systems that shape Australian governments, and are encouraged to appreciate democratic principles. Beyond this, students are challenged to contribute as active, informed and responsible citizens. Students explore what it means to be an Australian and how people can participate as global citizens. The study tour of Canberra allows the students to learn about the Federal Government first hand.

## Economics and Business

In Economics and Business, students explore the importance of economic and financial decision making in everyday life. They consider the concept of opportunity cost and examine the way resources are allocated to meet needs and wants in their family and community.

## Geography

The Geography curriculum focuses on the concepts of place and connection. Students investigate the geographical diversity and the variety of links between people and places. They learn about mapping conventions, geography of Australia and our world through practical activities.

## History

In History, students develop the knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society. The course explores the topic of Australian colonies (1788-1901) and immigration to Australia from 1901 to current time. Students examine historical evidence to gain different perspectives and establish historical significance. They develop skills in categorising events, placing them on a timeline and describing the connections.

# Humanities

Year 5

- Rights and Responsibilities - Rights of the Child
- Geography of Australia - Mapping Skills
- Colonial History - The First Fleet to Federation
- Significant Event - Gold Rush
- Financial Responsibilities – It All Makes Cents

Year 6

- Federation - Australian Government
- Key Moments in Australian Immigration History from 1901 to 2021.
- Geography of Asia - Australia's Connection to Asia

## Learning and teaching methods

The Humanities provide a framework for students to develop their conceptual understanding. Students' learning is focused on building connections, challenging assumptions, looking for applications and extending thinking beyond the scope of unit content. Each unit is designed to develop students' knowledge and skill by using a variety of activities.

## Assessment

The formative and summative assessments include:

Research activities

- Interviews
- Multimodal projects
- Group tasks
- Research activities
- Tests
- Oral presentations
- Written tasks
- Mapping tasks
- Hands on activities
- Participation and engagement

# Head, Heart and Soul

Students in years 5 and Year 6 undertake Head, Heart and Soul in both Semester 1 and Semester 2, participating in one class for each 10-day cycle of their timetable. Head Heart and Soul provides students with the opportunity to discuss and explore issues on a local, national and global scale. Head, Heart and Soul provides students with the opportunity to develop their awareness of diversity in people, culture, ideas, perspectives and beliefs and take a journey into their own thinking.

## Aim

Empathy, compassion and gratitude are themes of Head, Heart and Soul. Students will be encouraged to:

- Reflect on the concepts, themes and issues presented in terms of what it means for their lives and also the lives of others
- Explore issues on local, national and global scales.
- Contribute their own perspectives during class discussions and activities
- Discover identity in the context of family and peers
- Explore the interconnectedness of ideas, people, nature and the world

## Content

Throughout each term students will focus on the themes of empathy, compassion and gratitude by exploring issues on a local, national and global scales. Topics which are relevant to the age and stage of Year 5 and Year 6 students will also be discussed.

Some examples of the topics which will be explored in Head, Heart and Soul include:

- Bullying
- Friendships
- Peer group pressure
- Environmental conservation
- What is a world view?
- What is a religion?
- Poverty as a global issue
- Emerging topics and issues which are of student interest and are relevant to the themes of empathy, compassion and gratitude

## Learning and teaching methods

Each topic is designed to build student knowledge and skills through a variety of inquiry-based and reflective activities, including research-based work and class discussions. Students will maintain a record of class work activities which will be completed in a variety of formats individually, in groups or as a class.

## Assessment

Assessment includes class work, participation in group work, class discussions and research tasks. Students will maintain a workbook of class notes and journal entries. At the conclusion of each semester written feedback will be provided.

# Languages Other Than English

## Aims

This course aims for students to:

- Learn a language other than English
- Learn through language
- Develop respect for and understanding of diverse linguistic and cultural heritages
- Communicate proficiently and effectively in another language
- Write, read and listen different texts types, and to express ideas orally

## Content

Students in years 5 and 6 will learn one of the following languages: Chinese, French or Spanish.
Students will learn about the following topics:

- The alphabet
- Introductions
- Times, dates, the calendar
- Seasons
- Countries
- Nationalities
- Identity
- School
- Family
- Housing
- The body
- Our city
- Healthy lifestyle
- Food
- Clothing
- Festivals

## Learning and teaching methods

Each topic is designed to build student knowledge and skills through a variety of text types. Students will work individually, in pairs or in groups. They will complete activities in the following four areas:

**Oral**: they will do role-plays, read out loud in class, do presentations, create videos, sing songs.
**Listening:** they will listen to songs, audio files, instructions, etc.
**Written:** they will create short pieces of writing, research and complete projects.
**Reading:** they will read a variety of text types such as short plays, recipes, dialogues, etc.

## Assessment

Students will complete formative and summative assessments. They are projects, reading comprehension tasks, writing tasks, quizzes, videos, role-plays, poetry and/or reading competitions, unit tests.

# Mathematics

## Aims

In years 5 and 6, we aspire to offer an exceptional mathematics program inspired by internationally renowned, evidence-based teaching and learning practices. Our aim is to produce high performing and mathematically proficient students who possess solid foundations in mathematical knowledge, skills, understandings and dispositions to confidently apply mathematics and solve problems in a variety of contexts and situations.

## Content

Content in Years 5 and 6 Mathematics is categorised into the strands of: Number and Algebra; Measurement and Geometry; and Statistics and Probability.

## Year 5

Number and Algebra:

- Read, write, compare and order numbers up to 1,000,000,000
- Add, subtract, multiply and divide whole numbers
- Factors and multiples
- Compare and order fractions and mixed numbers
- Add and subtract fractions and mixed numbers
- Read, write, compare and order decimals with up to 3 decimal places
- Add, subtract, multiply and divide decimals with up to 3 decimal places
- Number patterns involving whole numbers, fractions and decimals
- Round whole numbers and decimals
- Percentage
- Average
- Financial plans

Measurement and Geometry

- Length, mass, volume and capacity
- Perimeter and area
- 12 and 24-hour time
- Maps with grid references
- 3D objects
- Name and measure angles
- Triangles and four-sided figures
- Transformations and symmetry
- Tessellations

Statistics and Probability

- Probability of an event
- Data collection
- Dot plots and line graphs

## Year 6

Number and Algebra:

- Prime, composite, square and triangular numbers
- Divisibility rules
- Compare and order fractions and mixed numbers
- Add, subtract, multiply and divide fractions and mixed numbers
- Product of a fraction and a whole number
- Add, subtract, multiply and divide of decimals
- Covert units of measurement in length, mass, volume and capacity

# Mathematics

- Part of a whole as a percentage
- Percentage of a quantity
- Algebraic expressions and equations
- Find ratio and equivalent ratio

Measurement and Geometry

- Angle properties
- Transformations
- Read and interpret timetables
- Area and perimeter of rectangles, squares and composite figures
- Cross sections and models of 3D objects
- Cartesian plane
- Volume and capacity
- Radius and diameter of circles

Statistics and Probability

- Probability of an event
- Data displays
- Pie charts

Content in years 5 and 6 will build on students' prior acquisition of the following minimum, basic mathematical skills: automatically recall and respond to the 2 through to 12 multiplication tables; add and subtract numbers vertically using the column method (e.g. 288 + 160; 600 - 425); multiply a whole number by a 1-digit number vertically using the column method (e.g. 158 x 8); divide a whole number by 1-digit number using short or long division.

It is to be expected that some students entering Year 5 will require some time throughout terms 1 and 2 to transition and adjust to the demands, expectations and rigour in Mathematics, which may differ from the experience they have previously had in the lower and middle primary years.

## Learning and teaching methods

The delivery of mathematical lessons in years 5 and 6 emphasises conceptual understanding, procedural skills and fluency, and application. Deep conceptual understanding is supported through the use of the three-phase Concrete-Pictorial-Abstract pedagogical approach. Students in this age group must be able to kinaesthetically and visually understand and comprehend mathematical concepts prior to progressing onto the Abstract. Procedural skills and fluency are explicitly taught and will involve teacher modelling, guided practice and independent practice to ensure consolidation. Mathematical problem solving remains the core of our teaching and learning program.

All students in years 5 and 6 participate in the annual Australian Mathematics Competition (AMC) held at school in term 3. Students also have the option to challenge themselves with the Computational and Algorithmic Thinking (CAT) competition. Highly abled students requiring enrichment in Mathematics are invited to participate in the Australasian Problem-Solving Mathematical Olympiads (APSMO) comprising five Olympiad papers consisting of problem-solving

# Mathematics

questions held at school in terms 2 and 3. Students participating in the APSMO will be withdrawn from class for 80 minutes every fortnight to participate in workshops targeted at equipping them with the specific skills needed to solve problems in the Olympiad papers.

## Assessment

Assessments will usually involve two review tests per term. Every review test will cover all concepts and skills taught and learned throughout the school year. Ongoing self-study and revision are pivotal; concepts and skills that appear from the first review test will continue to reappear in the subsequent review tests throughout the course of the school year. The aim of this method of assessment is to ensure all full mastery of learned concepts and skills.

# Year 5 Music Curriculum

## Year 5 Classroom Music Program Overview

In year 5, every student will learn an orchestral instrument or learn as a member of a vocal ensemble. In addition, all students sing in the Year 5 Choir, with their first performance at Community Day Fair in term 1. Students choose one of the following options for music, with online selection forms available at the start of the school year. An instrument demonstration will be provided in music classes to assist students with their choices. This classroom music program is a two year program which continues into year 6. Students are required to think carefully about their selection as there is no opportunity to make a new selection of an instrument until Year 7.

**Option 1: Practised Ensemble Class**

This group is for students who have been learning an orchestral instrument and are continuing with private music lessons, either at the College or externally. These students will be experienced in their orchestral instrument and be able to read music notation. They will work together in an ensemble class to extend their music performance and musicianship skills. Orchestral instruments include violin, viola, cello, double bass, flute, oboe, clarinet, saxophone, bassoon, trumpet, trombone, French horn, euphonium, tuba and percussion. A school instrument may be available for hire* if required. It is not possible to play piano or guitar in this class.

**Option 2: Vocal Ensemble Class**

This group is for students who would like to develop their singing skills. It will include students who are taking private singing lessons and those with a genuine interest in developing their skills in singing.

**Option 3: Apprentice Groups**
**(for beginner instrumentalists)**

Students may choose from the following instruments: flute, clarinet, saxophone, oboe, trumpet, French horn, trombone or percussion. Tuition will be given in small groups and all students will be beginners. A school instrument will be available for hire*. A demonstration of these instruments will be given at the start of the school year.

**Option 4: Established Strings Group**

This group is for students who are not taking private music lessons but wish to continue to learn the orchestral string instrument they played for the St Leonard's College year 4 program. Students will further develop their playing skills in a class ensemble setting. A school instrument will be available for hire*.

*** Instrument Hire**

Unless advised by email, St Leonard's College will provide an instrument at the hire cost of $155 per annum for students in the Practised, Established and Apprentice Classes. The annual hire fee includes a nominal insurance charge of $20 which will assist in covering the cost of damage and repairs to instruments whilst at home. Please note that families are responsible for the first $500 towards any repair cost. The College will not cover loss due to theft, home fire or malicious damage and we ask that you please make sure your personal home insurance policy covers the instrument you have hired as part of your standard policy. This charge will not apply if you use your own instrument.

# Year 5 Music Curriculum

## Aims

In year 5 students

- Develop their understanding of the concepts and skills required to be a performer, both individually and as a member of a choir and ensemble
- Extend their Music Language skills
- Learn instrument-specific and/or vocal-specific techniques
- Explore effective home learning practice routines and ensemble rehearsal techniques to prepare for informal and formal performances

## Content

- Students work from a range of instrument-specific or vocal-specific tuition books, apps and performance materials to develop their skills specific to their instrument and to develop their music literacy
- A range of repertoire is selected for students to enable them to experience a diverse range of music styles and genres
- The learning material is differentiated according to student experience and personal progress throughout the course

## Learning and teaching methods

- Students learn in small groups, working closely with a specialist music educator to develop a range of technical skills as appropriate to their instrument or group
- Students develop their Music Language skills through a 'hands on' experience of playing and singing
- All students reinforce their aural and reading skills as a member of the year 5 choir. Through performing with the year 5 curriculum choir they gain an understanding of performance etiquette and associated rehearsal and performance expectations
- Performance goals are set throughout the year and students are required to use their home learning time to prepare for informal and formal performances. Major performances for all year 5 students include Community Day Fair in term 1 and the years 5 and 6 Finale Night in term 4. Year 5 students will also perform at either the Bands Concert, Orchestral Concert or Choir Concert.

# Year 6 Music Curriculum

## Year 6 Classroom Music Program Overview

In year 6, every student continues to learn an orchestral instrument or continues to learn as a member of a vocal ensemble. In addition, all students sing in the Year 6 Choir, with a performance at the Community Day Fair. Students continue with their instrument/voice from the year 5 program. Students taking private music lessons on their orchestral instrument in year 6 may be considered for the Practised Ensemble Class.

*Instrument Hire
Unless advised by email, St Leonard's College will provide an instrument at the hire cost of $155 per annum for students in the Practised, Established and Apprentice Classes. The annual hire fee includes a nominal insurance charge of $20 which will assist in covering the cost of damage and repairs to instruments whilst at home. Please note that families are responsible for the first $500 towards any repair cost. The College will not cover loss due to theft, home fire or malicious damage and we ask that you please make sure your personal home insurance policy covers the instrument you have hired as part of your standard policy. This charge will not apply if you use your own instrument.

## Aims

In year 6 students

- Continue to develop their understanding of the concepts and skills required to be a musician, both individually and as a member of a choir and ensemble
- Extend their Music Language skills
- Further develop instrument-specific or vocal-specific techniques with specialist music educators, with an increased focus on building ensemble skills and going beyond the notes to explore the expressive elements of the music
- Refine their home learning practice routines and ensemble rehearsal techniques to prepare for informal and formal performances

## Content

- Students work from a range of instrument-specific or vocal-specific tuition books, apps and performance materials to extend their skills specific to their instrument and to further develop their music literacy
- A broad range of repertoire is selected for students to play and they explore a variety of genres and styles through listening analysis, with a focus on extending their knowledge of all the instruments of the orchestra
- The learning material is differentiated according to student experience and personal progress throughout the course

## Learning and teaching methods

- Students continue to work with a specialist music educator to further develop a range of technical skills and musicianship skills as appropriate for their instrument or group.
- Through listening analysis tasks students broaden their understanding of the instruments of the orchestra and expand their vocabulary of music terms
- Students reinforce their aural and reading skills as a member of the year 6 choir. Through performing with the year 6 curriculum choir they refine their understanding of performance etiquette and associated rehearsal and performance expectations.

# Year 6 Music Curriculum

- Performance goals are set throughout the year and students are required to use their home learning time to prepare for their performances. Major performances for all year 6 students include Community Day Fair in term 1 and the years 5 and 6 Finale Night in term 4. Year 6 students will also perform at either the Bands Concert, Orchestral Concert or Choir Concert.
- Year 6 students are expected to maintain a routine of practising five times a week to support their learning in class and to ensure progress. They work from a range of tutor texts and apps designed for progressive development.

## Assessment

Students will be assessed on:

- Evidence of practice
- Performing
- Musicianship
- Listening analysis tasks

# Sport

Students in years 5 and 6 at St Leonard's College participate in both a Summer and Winter season of sport. The College is a member of the Coeducational Independent Primary Schools Sports Association, known as CIPSSA.

## Aims

Sport is closely linked with Health and Physical Education, and aims to:

- Develop knowledge, skills, attitudes and values within a chosen sport
- Assist all students to maximise their potential by providing a safe, encouraging and positive environment
- Develop a strong culture of sportsmanship, leadership and team-first attitude

All students are expected to attend and participate in all sport sessions.

## Content

CIPSSA provides an opportunity for students to participate in a wide range of competitive sports for both boys and girls. This participation aims to enable the students to gain maximum physical, educational and social benefit from sport and to promote the best sporting spirit.

There are several schools involved in the CIPSSA competition including St Michael's Grammar, Westbourne Grammar and Christ Church Grammar School. Inter-school competition and training are conducted on Friday afternoons (during school hours) and students have an additional training session each fortnight.

| | |
|---|---|
| Summer | Basketball<br>Indoor Cricket<br>Sofcrosse<br>Softball<br>Tennis<br>Touch Rugby |
| Winter | AFL 9<br>Hockey<br>Netball<br>Soccer<br>Table Tennis<br>Volleyball |

St Leonard's College also conducts House Athletics, Cross Country and Swimming carnivals for all years 5 and 6 students. In addition, teams are entered into inter-school Athletics, Swimming and Cross Country Carnivals throughout the year.

### Sports Skills

Students will participate in a non-assessed sport program, which has one sport skills session per cycle, and a CIPSSA game or training every Friday afternoon.

# Health and Physical Education (HPE)

## Year 5
## Aims

Physical Education (PE) aims to develop and apply students' motor skills to game scenarios, aquatics, movement skills and athletics. Students will develop an understanding of and appreciation for physical, mental and social health. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

## Content

Students have three periods of HPE per 10-day cycle. One of these lessons will be a health class where a range of health concepts are explored, with the remaining two devoted to physical education lessons for practical classes. Students will also participate in Sports Skills once per cycle, which links HPE concepts with their CIPSSA sport of choice.

### Health Component

Health concepts are explored in the following units:

- Sun Safety
- Relationships
- Water Safety
- Bike Safety

### Physical Education Component

Students will undertake four specific practical units:

- Invasion games
- Striking/fielding games
- Aquatics
- Movement skills

## Year 6
## Aims

Physical Education (PE) aims to develop and apply students' motor skills to game scenarios, aquatics, movement skills and athletics. Students will develop an understanding of and appreciation for physical, mental and social health. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

## Content

Students have three periods of HPE per 10-day cycle. One of these lessons will be a health class where a range of health concepts are explored, with the remaining two devoted to physical education lessons for practical classes. Students will also participate in Sports Skills once per cycle, which links HPE concepts with their CIPSSA sport of choice.

### Health Component

Health concepts are explored in the following units:

- Mental Health
- My Body
- Water Safety
- Road Safety

### Physical Education Component

Students will undertake four specific practical units:

- Invasion games
- Striking/fielding games
- Aquatics
- Net/Wall games

# Science

## Aims

To cultivate a multi-disciplinary approach to investigate the 'what' and 'how' of the world in which we live, in recognition that it is a dynamic, contestable and collaborative human endeavour.

The years 5 and 6 science programs promote the development and acquisition of inquiry, questioning, planning, empirical, problem-solving, reasoning, evaluative and multimodal communication skills in the context of scientific content, STEAM principles and the Maker model.

## Content

In purpose-built laboratories, key scientific ideas – aligned with the Australian Curriculum – are explored through the development of conceptual understandings and practical skills.

During the first semester, students are given the opportunity to participate in the Science Talent Search through research investigations. They continue their studies across all disciplines in Science and engage in opportunities to transfer their skills and knowledge to real-world applications.

Within each unit of inquiry, Science as a Human Endeavour is explored to develop connections between scientific concepts and its relevance and benefits to the wider community.

Areas of study include:

Year 5

- Working Scientifically: development of the key scientific inquiry skills
- Chemical Sciences: Properties and behaviour of matter and materials
- Biological Sciences: Adaptations and survival of plants and animals
- Physical Sciences: Light
- Earth Sciences: Earth and our Solar System

Year 6

- Working Scientifically: further development of the key scientific inquiry skills
- Science as a Human Endeavour: Inventions
- Chemical Sciences: Reversible versus irreversible changes
- Physical Sciences: Electricity
- Earth Sciences: Natural disasters

## Learning and teaching methods

Learning activities include:

- Fostering student agency
- Application of the key scientific inquiry skills to real-life contexts, problems and challenges
- Research, library, internet and practical-based knowledge acquisition and assessments
- Collection and manipulation of data, results and other information
- Guest speakers and incursions to promote the value of science in seeking to respond to and influence society's needs

## Assessment

A range of investigative skills checks, research projects, practical and written tests are used to assess the skills of collecting and using information through observation, measurement, experimentation, interpretation and problem solving.

St Leonard's College
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