



**St Leonard's College**  
An education for life.

# Years 5 and 6 Course Guide

## 2024







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Front Cover artwork by Issy R, Year 5







# Introduction

**Welcome to years 5 and 6. The time spent in years 5 and 6 is to be cherished. It is a time when students show genuine enthusiasm towards all aspects of their schooling life. Across these years, children will continue to develop their evolving sense of self, identify their passions and form strong friendships with their peers. Increased independence and responsibility is developed in our students during the upper primary years, with children at an age and a stage where they are ready to take greater agency over their learning, engage in new challenges and learn about the world in which they live.**



Our unique secondary model across years 5 and 6 at St Leonard's College engages students as they seek greater responsibility over their learning at this age and stage of their education. Throughout the years 5 and 6 program, students will develop resilience, agency and critical thinking skills. Our student centred approach to learning encourages collaboration and independence, supporting learners in the development of skills such as communication, self management and research. These are vital skills required to respond to and succeed in a rapidly changing world. I would encourage all students to embrace the many and varied opportunities which exist beyond the classroom.

Whether it be Sport, Music, Theatre, Drama, Social Action, Debating or House Events, these activities complement our academic and pastoral program and provide great enjoyment for students.

At the completion of year 6, our graduating students will have many fond memories, whilst being equipped with the skills, knowledge and attributes to successfully navigate their journey into year 7 and beyond.

I look forward to the year ahead.



Mr Pat Kenny  
**Head of Middle School**



# Pastoral Program



At the heart of our approach in years 5 and 6 is the core belief that there is no “one size fits all” approach to education. With this as a driving force, we seek to empower our young people to believe in their ability to succeed in life. We do this by ensuring our students feel individually known, creating physically, emotionally and spiritually safe environments for learning and providing a holistic education that we deem lifeworthy.

Our years 5 and 6 pastoral program exists to ensure our students experience a sense of belonging and, with this, the necessary support and guidance in their unique learning journeys. Every student in years 5 and 6 is allocated to a mentor group: a group of students who have daily contact with one teacher, their mentor, who focusses on each individual student according to their interests, abilities and potential for personal growth. Mentors assist with cultivating the staff-student-parent relationships that are pivotal to supporting students both at home and at school as resilient learners and responsible citizens.

Our daily mentor sessions, known as ‘Period X’, form the backbone of our pastoral program. The scope and sequence of this personal development program has

been collaboratively designed by our experienced mentor staff to be innovative, flexible, responsive to student needs and age appropriate, covering all elements of our school-wide wellbeing model ‘WISE’.

The WISE wellbeing model is a holistic framework exploring all elements of self – Warm hearts, Inspired futures, Strong Minds and Engaged beings. It is a scaffold through which we align our learning experiences and foster a sense of agency in our students, so they are positioned in such a way that they are the protagonists in their own learning and, by extension, their futures. In this way, they can “create themselves”.



Ms Brianna Lee  
**Head of Year – Years 5 and 6**



# Experiential Education Programs

## Years 5 and 6 Camp Ibis Experience

All years 5 and 6 students will visit Camp Ibis, the College's permanent campsite on the Banksia Peninsula. This Outdoor Education program is an integral part of the school curriculum for students' personal development.

Year 5 students attend during term 1 for four days and year 6 students attend during term 4 for five days. Students are accompanied by Mentors and Outdoor Education staff. Travel to and from camp will be by bus. Further information regarding the camps will be made available closer to the experience.



## Year 6 Canberra Trip

All year 6 students will visit Canberra in term 2.

This trip is designed to provide students with first-hand experiences to enhance their understanding of the historical events leading up to the Federation of Australia and development of our local, state and federal systems of governance, as well as the growth of Canberra as our national capital.



An exciting program of activities has been planned for the week including visits to The National Portrait Gallery, Royal Australian Mint, National Capital Exhibition Centre, National Museum, National Gallery, Australian War Memorial, Australian Institute of Sport, Australian Electoral Commission, Old Parliament House, High Court of Australia, New Parliament House and Questacon.





# The Hart Theatre Company - Years 5 and 6 Production

This area of our cocurricular program teaches life-worthy skills for the stage and beyond.

Rehearsals for all shows take place after school and on some Sundays. Being in a show is not just about performing: students need to work collaboratively and are encouraged to challenge themselves by stepping out of their comfort zone. There is no single cast or crew member more important than any other. It is the collective ensemble that devises work to take a script and bring it to life – from the page to the stage!

Students in years 5 and 6 are invited to audition each year for a role in the years 5 and 6 Musical. The audition process covers acting, singing and choreography.

In past years the years 5 and 6 students have been part of majestic productions such as *The Little Mermaid*, *Elf Jr*, *Alice in Wonderland*, *Aladdin*, *Doctor Dolittle Jr.* and more recently *Frozen Jr.*

A world of discovery and adventure awaits where students amaze audiences and take the years 5 and 6 Musical to new heights.





# Years 5 and 6 Social Justice Programs

The years 5 and 6 students have an opportunity to help others by participating in the St Leonard's College Social Action Program. There are four Social Action Groups throughout the College that make up this Program with over one hundred student participants, one group each for Junior School, years 5 and 6, Middle School and Senior School. Each group takes a slightly different approach to how they take social action but overall each group meets once a week to raise awareness, raise money, advocate or contribute to social justice issues and causes through the planning and delivery of projects and events.

The years 5 and 6 group are at a stage where they are moving beyond an activity-based model and are beginning to understand and be interested in some of the broader implications and grounds for social action. Years 5 and 6 students work to deliver projects and build an understanding of why social action is needed.

This knowledge helps students to better relate and accept people from diverse ethnic and religious backgrounds, as well as those with disabilities. It also helps them to tackle real-world problems as they equip themselves to look at issues from multiple viewpoints. As they graduate through the Program, students learn to look at current and historical events – even their own actions – through the lens of social justice. They are able to spot discrimination and inequality and thus become true global citizens.

Just as important as the knowledge students acquire from taking part in social action, is the sense of belonging and togetherness they experience from being involved. Students have fun working on projects that promote group solidarity. The social action students are recognised throughout the College, the wider community and not-for-profit sector as dedicated leaders who work hard for others. This prepares them for an empowering journey through St Leonard's College and beyond.



# Years 5 and 6 Course Guide

**This Course Guide provides details of the academic program in 2024.**

Curiosity, resilience, independence, collaboration, and communication. These are skills which have long been identified as key to positively contributing to society and we, as educators, are responsible for identifying and shaping them in the young people in our care. In this increasingly uncertain modern world, our primary objective is to provide opportunities for both personal growth and academic excellence. We are preparing our young people for future careers, which are either in their infancy or are yet to materialise.

The uniqueness of our years 5 and 6 program sets itself apart in its innovative approach, allowing each student to follow their own path. In a curriculum that amalgamates Australian and International standards, our young people have countless and meaningful opportunities to connect, extend and challenge themselves.

Within the caring and supportive environment of years 5 and 6, young people will develop a strong sense of self, along with the core skills, knowledge and attributes that will see them ready to successfully transition into year 7 at St Leonard's College.

The constant movement throughout the day within specialist learning spaces affords our young people with boundless possibilities to extend learning: students will challenge what they know, ask many questions, make mistakes and develop resilience as they seek to gain a greater understanding of the world around them and how to contribute back to society.

To truly become global citizens of tomorrow, we are preparing our students with the necessary learning today.

The subjects studied during the year are listed below and will be study covered across the ten day timetable:

| Subject                          |
|----------------------------------|
| English                          |
| Humanities                       |
| Mathematics                      |
| Science                          |
| Self and Society                 |
| DigiSTEM                         |
| Drama                            |
| Music and Choir                  |
| Physical Education/CIPSSA        |
| Art                              |
| LOTE (Chinese French or Spanish) |



Ms Gaya Wignarajah  
**Years 5 and 6 Curriculum Coordinator**



# 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

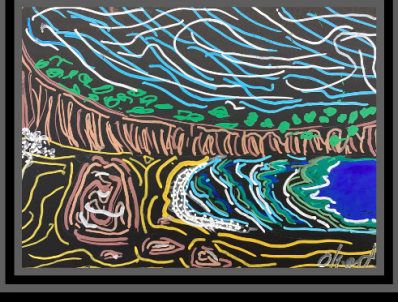
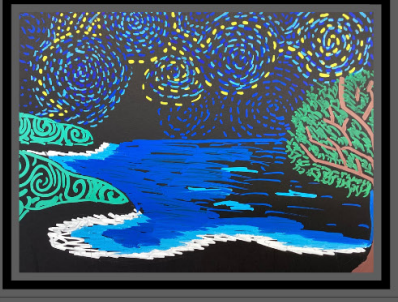
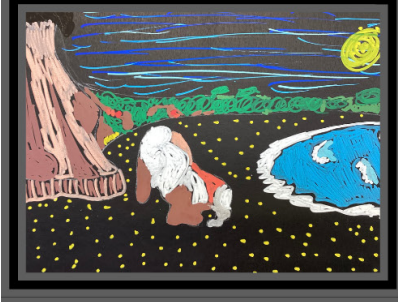
Students are required to use their visual diary to enhance ongoing research, design and development in a range of journaling tasks. This will document the design processes undertaken in class in a sequential and organised manner and will include drawing, designing, experimentation and the annotation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

## Year 6

Building upon what was learnt in year 5 students will do 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 online 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 years 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 practice through the use of techniques such as projection, clarity, enunciation and modulation
- **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

- **Movement:** safe practice of body awareness, motor skills, levels, posture, body language and facial expression
- **World Theatre:** students will engage with a range of materials from Europe, Asia and also Indigenous stories
- **Dramatic Practice:** 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.

The drama curriculum in both years 5 and 6 focuses 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.

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, strengthened, 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 elaborate on events including flashbacks and shifts in time. Texts 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.

## 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 provide a real 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. Building confidence, presentation skills and an awareness of the need for audience engagement.

### Spelling and Grammar:

Our years 5 and 6 spelling program goes beyond phonics to include all the other essential components needed to read and spell.

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

## Assessment

Assessments test students' knowledge focusing on the Australian Curriculum. 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
- 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 are 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 year 6 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 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.

## 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:

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





# Health and Physical Education (HPE)

## Aims

The aims of Health and Physical Education (HPE) in Years 5 & 6 are multifaceted and are designed to promote the holistic development of students, not only in terms of physical health but also in social, emotional, and mental health. These aims typically include:

- **Physical Fitness:** HPE aims to improve the overall physical fitness of students by developing their strength, endurance, flexibility, and coordination.
- **Motor Skill Development:** HPE focuses on refining fundamental motor skills such as running, jumping, throwing, catching, and balancing. These skills are essential for participating in a wide range of sports and physical activities.
- **Healthy Lifestyle Habits:** HPE aims to inspire lifelong habits of physical activity and healthy living.
- **Teamwork and Cooperation:** HPE provides opportunities for students to work collaboratively and promote cooperation, communication, and leadership.
- **Self-Esteem and Confidence:** Achieving physical milestones and improvements can boost a child's sense of self-worth.
- **Cultural and Social Understanding:** HPE often introduces students to activities from various cultures, fostering an appreciation for diversity and promoting social inclusion.
- **Fun and Enjoyment:** HPE aims to make physical activity enjoyable and fun for students. When students have positive experiences, they are more likely to continue engaging in physical activity throughout their lives.

## Content

Students have three periods of HPE per ten 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.

## Year 5 Health Components

- Building Relationships
- Being SunSmart
- Water Safety
- Road Safety
- Cyber Safety
- Myself & Others
- Building Resilience
- Personal Safety

## Year 6 Health Components

- Bullying
- Changing & Growing
- Body image & Self Esteem
- Personal Hygiene
- Healthy Eating
- Smoking
- Active Lifestyles
- The Human Life Cycle

# 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 to different text 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 including projects, reading comprehension tasks, writing tasks, quizzes, videos, role-plays, poetry and/or reading competitions and unit tests.





# Mathematics

## Aims

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 three decimal places
- Add, subtract, multiply and divide decimals with up to three 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 decimals
- Convert units of measurement in length, mass, volume and capacity
- 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

## 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 able 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 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 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 \$165 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 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.
- A routine of home learning is a key component of learning an instrument. Students are expected to practise 5 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 and home learning
- Performing in a variety of formal and informal settings
- Musicianship skills

# 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 \$165 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.
- 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



# 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 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 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.

# Self and Society

Students in years 5 and year 6 undertake Self and Society in both Semester 1 and Semester 2, participating in one class for each ten day cycle of their timetable. Self and Society provides students with the opportunity to discuss and explore issues on a local, national and global scale. Self and Society 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 Self and Society. 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 local, national and global scales. Topics which are relevant to the age and stage of years 5 and 6 students will also be discussed.

Some examples of the topics which will be explored in Self and Society 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.

# 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. Interschool competition and training are conducted on Friday afternoons (during school hours) and students have an additional training session each fortnight.

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

St Leonard's College conducts House Athletics, Cross Country and Swimming carnivals for all years 5 and 6 students. In addition, teams are entered into interschool 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.



# Years 5 and 6 High Potential Learning Programs

## Talent Development

The College's Talent Development program provides a variety of extension and enrichment opportunities to cater for the specific learning needs of our highly able students.

The goal of this program is to:

- Promote challenging learning experiences which develop motivation, engagement and autonomy
- Provide students with an environment that will stimulate individual interests and develop abilities in talent areas
- Foster higher order critical thinking, metacognition, problem solving and creative thinking skills

A number of these programs are open to all students in years 5 and 6 including:

- DAV Debating and Public Speaking
- Tournament of Minds
- ICAS Science Competition
- Science Talent Search
- National History Challenge
- Years 5 and 6 Writing Competition
- Maths Talent Quest
- Australian Mathematics Competition

Other programs are by invitation only, utilising a wide range of data to assess eligibility. Data considered includes:

- Academic Results
- External testing results such as NAPLAN, AGAT/MYAT, PAT-R and PAT-M
- Teacher/psychologist recommendation

Some of these programs include the Future Problem Solving Competition, Ethics Olympiad and Maths Olympiad.

During recess and lunchtime the library is open for playing games, mindfulness colouring, MakerSpace activities, quiet reading and completing homework.





**St Leonard's College**  
An education for life.