

SANTA MARIA COLLEGE  
**LEARN!**

YEARS 5 & 6  
CURRICULUM  
HANDBOOK  
2020



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## INTRODUCTION

This Curriculum Handbook provides an overview of learning opportunities offered to girls in Years 5 and 6 at Santa Maria College. Our mission is to optimise the learning opportunities to enhance students' potential to live and work in a contemporary society.

Santa Maria College aims to connect learning to life by empowering students to develop their social, personal, thinking and technical capabilities. We encourage our students to become creative problem-solvers, capable of thinking critically, working collaboratively and feeling deeply about the world around them.

In addition to the content and skills developed in Year 7 to 9, students will focus on Literacy, Numeracy and Information Communication Technology capabilities. The 21<sup>st</sup> century skills and attributes represented in Figure 1 will also be prioritised in order to develop well-rounded citizens with a deep love of learning. To make this possible, students require learning programs which provide opportunities to enhance their strengths and develop any areas of weakness to reach their full potential.

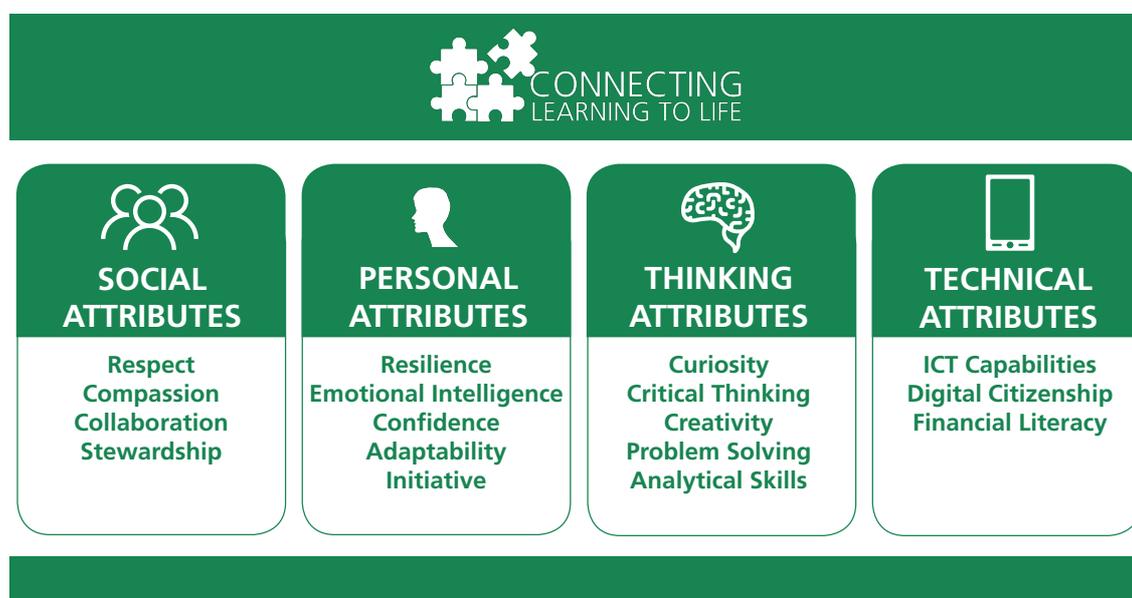


Figure 1- Connecting Learning to Life Attributes

As Santa Maria is an information technology rich school, all students will utilise a MacBook laptop, which is leased to them by the College. Each Learning Areas incorporate the appropriate use of digital technology into their classes so that student learning is maximised.

If you have questions that have not been answered in this handbook please contact the Dean Year 5 and 6 students.

**Mrs Simone Sawiris**

Deputy Principal – Teaching & Learning

## OVERVIEW OF SUBJECTS

The Year 5 & 6 curriculum provides a variety of learning experiences to meet the learning needs of the girls, across a wide range of skills, knowledge and understandings.

In Year 5, students participate in both core and specialist areas. Year 6 students study the same core subjects as in Year 5, and may choose from a range of electives.

### Core Subjects Year 5 & 6:

- Religious Education
- English
- Mathematics
- Science
- Humanities & Social Sciences
- Technologies

### Specialist Subjects Year 5:

- Languages – one semester each of Italian and French
- The Arts
- Music
- Visual Arts
- Dance
- Drama
- Health
- Physical Education

### Electives for Year 6:

Year 6 students select **two electives** for each semester.

- Active Adventures
- Dance
- Drama
- Do-It-Yourself 6
- French
- Music Makers
- Italian
- Visual Arts

## **EXTENDED LEARNING**

### **Enrichment**

Santa Maria provides a curriculum which caters for a wide range of abilities, from those who require additional support to those who require extension. Students may be placed in Enrichment classes based on the results of standardised assessments, and in consultation with their parents, the classroom teacher and Head of Enrichment.

### **Enhanced Learning Programs**

Our Enhanced Learning Programs are a unique programs for extension learning. There is a great diversity in the programs and opportunities are provided for all learners to extend themselves and attain their individual learning goals. In Year 5 the enhanced learning program is called Fearless 5 and in Year 6 the program is called Spark 6.

### **Fearless 5**

This program is based on developing courageous learners and who take risks in their learning. Students will experiment and find new ways to design and create particular projects. They will evaluate their choices, modify their designs and use design thinking processes to develop skills in reflective problem solving.

#### Purpose:

- Encourage students to take risks in their learning
- Develop persistence and resilience when faced with challenges
- Develop skills in design, innovation, construction and evaluation of ideas

#### Skills Development:

- Paths to Success - students will evaluate their choices and use their experiences of failure to succeed
- Hands on Learning - students will learn through design and building processes
- Innovation - students will experiment and find new ways to solve problems
- Building a Sustainable Future - students will source and select recyclable products in building their designs

### **Spark 6**

#### Purpose:

- Empower students to participate in a range of critical and creative thinking tasks
- Manage, organise and record their thinking in a variety of ways
- Engage students in opportunities to make decisions and provide evidence for their choices

#### Skills Development

- Generating Ideas - What do I know? What do I need to know?
- Building knowledge and gathering evidence - identifying relevant, unbiased and reliable information
- Exploring and evaluating conflicting evidence
- Making choices and giving evidence to support opinions
- Being open to new and challenging evidence and understanding how emotions influence
- Expressing opinions in verbal, written or other forms

### **Gifted and Talented Program**

Students at Santa Maria College are offered the opportunity to be part of our Gifted & Talented program called IGNITE. The program is offered to students in Years 5 - 8 with the aim to foster a love of learning, and challenge and extend students creatively and academically. Each year group has a new project each term.

Parents can apply for their daughter to participate in the IGNITE program at the start of Year 5. The information will be provided during the Orientation process, at the end of the previous year. Parental application, teacher feedback and internal testing will be used in the selection of students for IGNITE. In Year 5, the girls who participate in the program are withdrawn from the usual CORE program with the expectation that they are required to catch up on missed work. The Year 5 program will commence in Semester 2.

In Year 6, IGNITE is offered as a timetabled elective.

### **Support for Learning**

The College provides in-class support for English and where necessary, Mathematics, in Year 5 and 6. This involves collaboration between the classroom teacher, Enrichment staff and the Head of Enrichment.

### **Mathematics Enrichment**

Girls who achieve 85% or more in summative assessments in Mathematics will be eligible to join the Enrichment Maths group. This group is fluid and girls will move in and out of the group, depending on the concepts taught.

The Enrichment Maths program covers the same concepts taught in the classroom, however, at a faster pace with a focus on problem solving and extended learning. Year 5 students will commence Enrichment in Term 2, and from the commencement of Year 6.

### **Reinforced Reading**

Reinforced Reading is offered after testing and teacher assessments, where girls are identified as requiring additional support in oral reading and comprehension. Reinforced Reading is run several mornings before class, where girls are invited to come and read and discuss their reading with trained volunteers including parents and grandparents.

### **MacqLit**

MacqLit is an evidence-based program which assists girls with gaps in their phonic sound development, reading and comprehension. Girls identified are invited to join, where they will work through a specific program with a qualified instructor during and before school sessions.

### **Study Buddies**

This program is offered to all Year 5 and 6 students to assist them with completing their homework and ongoing projects. Year 10 student volunteers will be available for 45 minutes before or after school on designated days to act as Study Buddies. In addition to homework assistance the student volunteers will also provide friendship and mentoring for the Primary students.

## COMMUNICATION OF STUDENT PROGRESS

### Academic Reports

Term 1	Term 2	Term 3	Term 4
<p>Incidental parent/teacher feedback conversations.</p> <p>Parent and teacher meetings during weeks 1 – 5 to get to know the student and the family.</p> <p>Parent Information Evening and ICT Information Session.</p> <p>Assessment Folios sent home in last week of term for parents to view and sign.</p>	<p>Incidental parent/teacher feedback conversations.</p> <p>Parent Teacher interviews.</p> <p>Assessment Folios to be sent home twice a term 9 for parents to view and sign.</p> <p>Formal Report at the end of the Term 2.</p>	<p>Incidental parent/teacher feedback conversations.</p> <p>Open Night - scheduled on College Calendar</p> <p>Assessment Folios to be sent home twice a term for parents to view and sign.</p>	<p>Incidental parent/teacher feedback conversations.</p> <p>Assessment Folders to be send home in Week 7 for parents to view and to remain home</p> <p>Formal Report at the end of the Term 4.</p>

### Teacher Contact

If you have questions or concerns regarding your daughter, parents are requested to contact staff in the following order:

1. Subject or class teacher
2. Head of Learning Area
3. Year 5 & 6 Dean of Students
4. Deputy Principal Teaching & Learning

If you have multiple concerns or pastoral concerns, it is suggested to contact both your daughter's classroom teacher and the Dean of Students.

Staff are accessible via email: [surname.firstname@santamaria.wa.edu.au](mailto:surname.firstname@santamaria.wa.edu.au)

See the staff contact list on the College app. It is a College expectation that staff return a parent's communication within forty-eight hours.

## **Homework**

Year 5 & 6 girls are given homework each night from Monday - Thursday night. The week's homework is often set at the commencement of the week. As many girls have co-curricular commitments, parents are encouraged to work with their daughter and the class teacher to plan how best to manage the homework.

The homework should be no longer than 40 minutes in Year 5 and **up to** 1 hour in Year 6.

In Year 5 & 6 the girls learn specific organisation and planning skills, such as:

- Organising themselves for class each day
- Using their Planner and the online program OneNote to assist with time management during the week
- Planning their week's work and other events and commitments

Study Skills training will commence in Year 7.

## **Co-Curricular Activities**

The College offers a wide range of co-curricular options for girls to participate in each year. Girls are encouraged to complete 40 hours of co-curricular activities each year. Many of these activities occur before school, during breaks or after school. Girls are encouraged to participate in a wide variety of activities in Year 5 and 6, to give themselves options for the future. Information regarding Co-Curricular offerings will be available from the beginning of the year.

For Co-curricular participation to be recorded on a student's report, she must have completed the required number of hours of service or attended a specific number of meetings each semester. Depending on the activity the attendance requirement varies and the teacher in charge of the activity will inform the girls of their attendance requirement.

From Year 7, students have the chance to start working towards Colours, where each girl can be recognised for the hours they have participated in Co-Curricular through a coloured badge system.

## Core Subjects Years 5 & 6

<b>Subject</b>	<b>Religious Education</b>	<b>COMPULSORY</b>
<b>Year</b>	<b>5</b> ✓	<b>6</b> ✓

### Aim of the Course:

Through a process of cultural, systematic and critical reflection students learn the teachings of the Gospel and how to live Christian lives.

There are five outcomes in the Religious Education learning area:

1. Discovering God: students understand that people come to discover God through experiences in creation.
2. Drawing on human experience: Students understand the context of the Christian message and its significance by relation to it examples drawn from human experience.
3. Knowing Jesus: Students know the person of Jesus, the model for living out the Christian mission in the world.
4. Living like Jesus: Students demonstrate the skills necessary in order to read and apply scripture to life and to participate in Catholic Ritual and prayer.
5. Catholic practices: Students demonstrate that skills necessary in order to read and apply Scripture to life and to participate in Catholic ritual and prayer.

### Course Description:

Students at Santa Maria College follow the Perth Archdiocese Religious Education Course. Each Year group studies two units per term.

<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Advent and Christmas Supplement</li> <li>• Lent and Easter Supplement</li> <li>• All Creation Gives Thanks</li> <li>• Choosing to Do Good</li> <li>• Helped by the Word</li> <li>• Nourishing Our Goodness</li> <li>• Relationship Restored</li> <li>• The Church Community</li> <li>• The Spirit Frees</li> <li>• We Are Called</li> </ul>	<ul style="list-style-type: none"> <li>• Advent and Christmas Supplement</li> <li>• Lent and Easter Supplement</li> <li>• Celebrate Jesus As Lord</li> <li>• Come Be Reconciled</li> <li>• Empowered By the Spirit</li> <li>• God Provides For All</li> <li>• Guided Through Prayer</li> <li>• Loving Like Jesus</li> <li>• Stirred Through Emotion</li> <li>• Working With God</li> </ul>

In addition to the formal classroom instruction, students are required to complete a compulsory Christian Service booklet and participate in a Reflection Day.

<b>Subject</b>	<b>English</b>	<b>COMPULSORY</b>
<b>Year</b>	<b>5</b> ✓	<b>6</b> ✓

**Aim of the Course:**

The English curriculum is built around three interrelated strands of language, literature and literacy. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers, teachers and community members in a range of face-to-face and online/virtual environments.

**Writing and Creating**

The Curriculum provides many opportunities for writing a variety of text types. Students learn to write for audience and purpose specific to the style and format of writing demanded of the genre.

**Language Conventions**

As part of the writing process, students are taught many specific language conventions and have opportunities to consolidate their skills and knowledge. The editing process is further developed and girls are encouraged to actively work on the process of writing, learning to be critical of their work as they edit and proof read.

**Speaking and Listening**

This area of English is crucial in the modern world. The girls are taught appropriate language and speaking skills according to the audience and purpose. The depth of vocabulary used for their speaking increases through the integration of all strands of English.

Listening skills are taught, encouraged and consolidated and students develop the depth of their skills across all aspects of their learning.

<b>Subject</b>	<b>Mathematics</b>	<b>COMPULSORY</b>
<b>Year</b>	<b>5</b> ✓	<b>6</b> ✓

**Aim of the Course:**

The proficiency skills of understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. T Students also develop their skills to complete calculations with accuracy, and apply problem solving skills across a variety of real life situations.

The strands covered include:

**Number and Algebra**

- Number and Place Value
- Fractions and Decimals
- Money and Financial Mathematics
- Patterns and Algebra

**Measurement and Geometry**

- Using Units of Measurement
- Location and Transformation
- Geometric Reasoning

**Statistics and Probability**

- Chance
- Data representation and Interpretation

**Year 5**

At the commencement of the year, students participate in a standardised assessment to determine their level of mathematical skills and understanding. Prior to each new concept the girls participate in a short pre-assessment. Together this data informs the Mathematics learning program.

During Term 2, students who are achieving very good and excellent results in their assessments and demonstrate high levels of understanding in their class work will be considered for the Maths Enrichment group. (See more detail in the section marked **Extended Learning.**) The membership of this group is fluid as this is decided by the end of concept assessment and their next pre-assessment. Those who are not working in the Enrichment Maths continue with the same concepts with the class teacher.

**Year 6**

The students complete a standardised assessment at the end of Year 5. This data along with the whole of year data leads to the formation of the Year 6 Mathematics Enrichment class. The membership of this class is determined as it is for the Year 5 level.

<b>Subject</b>	<b>Science</b>		<b>COMPULSORY</b>
<b>Year</b>	<b>5</b> ✓	<b>6</b> ✓	

**Aim of the Course:**

The Science curriculum incorporates three strands: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*. These three strands are interrelated and their content is taught in an integrated way.

<b>Science Understanding:</b>	<b>Year 5</b>	<b>Year 6</b>
Chemical Science	Solids, liquids and gases have different observable properties and behave in different ways	Changes to materials can be reversible or irreversible
Biological Science	Living things have structural features and adaptations that help them to survive in their environment	The growth and survival of living things are affected by physical conditions of their environment
Earth & Science – Solar System	The Earth is part of a system of planets orbiting around a star (the sun)	Sudden geological changes and extreme weather events can affect Earth's surface
Physical Science	Light from a source forms shadows and can be absorbed, reflected and refracted	Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources.

**Science as Human Endeavour:**

- Nature and Development of Science
- Use and Influence of Science

**Science Inquiry Skills:**

- Questioning and Predicting
- Planning and Conducting
- Processing and Analysing Data and Information
- Evaluating
- Communicating

<b>Subject</b>	<b>Humanities &amp; Social Sciences</b>		<b>COMPULSORY</b>
<b>Year</b>	<b>5</b> ✓	<b>6</b> ✓	

**Aim of the Course:**

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

	<b>Knowledge and Understanding:</b>	<b>Humanities &amp; Social Science Skills</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• <b>History:</b> The Australian Colonies</li> <li>• <b>Economics:</b> Wants, Resources and Choices</li> <li>• <b>Geography:</b> Factors that Shape the Environmental Characteristics of a Place</li> <li>• <b>Civics and Citizenship:</b> Roles Responsibilities &amp; Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning and Research</li> <li>• Analysing</li> <li>• Evaluating</li> <li>• Communicating and Reflecting</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• <b>History:</b> We are One But we are Many – Migration</li> <li>• <b>Economics &amp; Business:</b> Taking Care of Business</li> <li>• <b>Geography:</b> Citizen of the World</li> <li>• <b>Civics and Citizenship:</b> Communicating &amp; Reflecting</li> </ul>	

<b>Subject</b>	<b>Technologies - Digital &amp; Design</b>		<b>COMPULSORY</b>
<b>Year</b>	<b>5</b> ✓	<b>6</b> ✓	

**Aim of the Course:**

Technologies incorporates the areas of Design and Digital Technologies. The focus in Design Technologies is to use specific processes and skills to design and produce products and services. Digital Technologies focusses on using computer hardware and software, digital media and accessories and contemporary and communication technologies. Over time, students learn computational, critical, design and systems thinking.

Both Digital and Design Technologies skills and knowledge are used extensively throughout the core learning areas as a tool for learning and a form of expression of student learning.

**Digital Technologies**

<b>Knowledge &amp; Understanding</b>	<b>Processes &amp; Production Skills</b>
<ul style="list-style-type: none"> <li>• Digital Systems</li> <li>• Representation of Data</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting, managing and Analysing Data</li> <li>• Digital implementation</li> <li>• Creating Solutions by:               <ul style="list-style-type: none"> <li>- Investing &amp; Defining</li> <li>- Designing</li> <li>- Producing &amp; Implementing</li> <li>- Evaluating</li> <li>- Collaborating &amp; Managing</li> </ul> </li> </ul>

**Design Technologies**

<b>Knowledge &amp; Understanding</b>	<b>Processes &amp; Production Skills</b>
<ul style="list-style-type: none"> <li>• Technologies in Society</li> <li>• Technology Context</li> <li>• Engineering Principles &amp; Systems</li> <li>• Food &amp; Fibre Production</li> <li>• Food specialisations</li> <li>• Materials &amp; Technologies Specialisations</li> </ul>	Creating Solutions by: <ul style="list-style-type: none"> <li>- Investing &amp; Defining</li> <li>- Designing</li> <li>- Producing &amp; Implementing</li> <li>- Evaluating</li> <li>- Collaborating &amp; Managing</li> </ul>

<b>Subject</b>	<b>Health &amp; Physical Education</b>		<b>COMPULSORY</b>
<b>Year</b>	<b>5</b> ✓	<b>6</b> ✓	

Physical Education plays a vital role in promoting physical activities and a healthy lifestyle in a positive and enjoyable environment.

In Year 5, the sports covered include swimming, athletics, netball and tee-ball. During this term students focus on the introduction of new skills, carnival preparation, participation and enjoyment. Students complete a small theory task as part of this subject.

In Year 6, the sports covered throughout the year include swimming, athletics, basketball and cricket. Students complete a small theory task as part of this subject.

Health Education provides students with an understanding of health issues and equips them with the knowledge and skills to adopt positive health behaviours.

In Year 5 students explore the topics of:

- Friendship
- Team building
- Problem solving
- Nutrition

In Year 6 the topics include:

- Friendship
- Puberty

Positive relationships are promoted through the Positive Detective Program.

## Specialist & Elective Subjects

<b>Subject</b>	<b>Dance</b>			
<b>Year</b>	<b>5</b> ✓	<b>Compulsory Specialist</b>	<b>6</b> ✓	<b>Elective</b>

Students experience dance as performers and audience members and develop their performance skills. Through a creative exploration of movement they develop skills in rhythm, body awareness, control, balance, strength, coordination, accuracy and alignment. Dance develops their personal, social and cultural identity and promotes wellbeing and social inclusion.

<b>Subject</b>	<b>Drama</b>			
<b>Year</b>	<b>5</b> ✓	<b>Compulsory Specialist</b>	<b>6</b> ✓	<b>Elective</b>

Students experience drama as performers and audience members and develop their performance skills to establish connections and build trust. They work with the elements of drama to create their own work and consider how feedback can be used to enhance their work. In making drama, students learn how to be focused, innovative and resourceful, collaborate and take on responsibilities. They develop a sense of curiosity and empathy and explore the diversity of our contemporary world.

<b>Subject</b>	<b>Music</b>			
<b>Year</b>	<b>5</b> ✓	<b>Compulsory Specialist</b>	<b>6</b>	

Music centres around group and solo singing and learning the basics of musical notation. *Programme Music* is a focus with the students listening and responding to orchestral music written with a specific story or character in mind.

<b>Subject</b>	<b>Music Makers</b>			
<b>Year</b>	<b>5</b>		<b>6</b> ✓	<b>Elective</b>

The Music Makers course is centred around singing and performing, whilst consolidating music notation and skills. As the semester progresses, students develop their understanding of rhythm and melody by playing either Guitar or Ukulele in a group ensemble. This usually culminates in a performance, where the girls play a rehearsed item.

<b>Subject</b>	<b>Visual Arts</b>			
<b>Year</b>	<b>5</b> ✓	<b>Compulsory Specialist</b>	<b>6</b> ✓	<b>Elective</b>

The Visual Arts learning area encourages students to engage in a range of skills and processes to express the various themes and ideas for each project. A body of work is developed, which culminates in a final artwork. Students use Art language to respond to their own artwork, and the artworks of others, while acknowledging the processes of creativity.

<b>Subject</b>	<b>French and Italian</b>			
<b>Year</b>	<b>5</b> ✓	<b>Compulsory Specialist</b>	<b>6</b> ✓	<b>Elective</b>

The Languages learning area aims to inspire and encourage students to learn a language other than English by introducing simple phrases, questions and responses as well as various cultural points. Students learn to speak in French and Italian, as well as develop listening, reading and writing skills as a foundation for further studies.

<b>Subject</b>	<b>Active Adventures</b>			
<b>Year</b>	<b>5</b>		<b>6</b> ✓	<b>Elective</b>

Active Adventures is a fun-filled, skills-based unit designed to expose students to a wide variety of recreational activities and outdoor pursuits. The emphasis of this unit is based on skill development, participation, teamwork, leadership and cooperation.

<b>Subject</b>	<b>Do it Yourself 6</b>			
<b>Year</b>	<b>5</b>		<b>6</b> ✓	<b>Elective</b>

This elective is adapted from the Technologies learning area. It offers students two contexts to work in: Food Specialisations and Materials Design and Technologies Specialisations. These areas of study enable students to learn about different tools and equipment and select the appropriate tools and techniques in order to produce meals and construct products.