

# YEAR 5 & 6 CURRICULUM OVERVIEW 2011

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# INTRODUCTION

This document provides a brief overview of the curriculum relevant to your child.

Traditionally, the curriculum was viewed as a body of knowledge taught to and learnt by the students. As a result of research into learning this view has changed. We now have more information that has enhanced our understanding of how students learn and we use this in our approach to teaching and learning. Technology has also made us realise that the amount of information is increasing rapidly on a daily basis. In view of this development it would not be possible for anyone to know everything. For this reason, we emphasise the importance of enabling students to acquire the skills and processes of learning. Thinking and problem-solving skills are given a very high priority.

At Westbourne Grammar School, in partnership with teachers, students are encouraged to take responsibility for their own learning and to be active participants in the learning process. This is in keeping with the School's Vision of being 'the leading learning community in the region'.

We offer a broad, balanced curriculum that is based on the Victorian Essential Learning Standards (VELS). This document enables us to use the best curriculum thinking to prepare students for success at school and beyond.

Classroom teachers provide a wide range of stimulating experiences in English, Mathematics, The Humanities (History, Geography & Economics), Science, Technology and Health. Specialist teachers work with children in the areas of Music, Physical Education, LOTE (Japanese), Library and the Visual Arts. Where possible and appropriate, an interdisciplinary approach to learning is pursued. This involves the teaching of a variety of thinking and communication skills which enable students to gain deeper understandings and to achieve greater 'connectedness' in their learning.

Throughout the curriculum, teaching strategies are employed to accommodate students' individual needs, their rates of development and learning styles. In Year 5 and 6, students work towards the Level 4 outcomes from the Victorian Essential Learning Standards.

# ENGLISH LANGUAGE

Language is the key to learning and a primary method of communication. It plays a vital role in all Key Learning Areas and is central to students' academic, social and emotional development.

The Junior School's English Curriculum aims to encourage students to adopt positive attitudes towards learning English, to develop their ability to use language effectively and to facilitate critical reflection on the way in which language works.

The English Language program provides a focused block of time that is organised to help your child develop in the areas of reading, writing, speaking and listening. This time is carefully structured to meet the needs of individuals and groups of students. Assessment, both formal and informal, is an ongoing and integral part of the Junior School's Literacy Program.

## **Written Expression**

Students structure their written texts coherently according to the social purpose of the text type. They write well structured sentences and use a variety of grammatical features effectively. They focus on meeting the reader's needs and plan, review and proof-read their writing.

## **Spelling**

Students use their knowledge of spelling patterns, visual patterns and morphemic knowledge to spell familiar and unfamiliar words. They develop their knowledge of word meanings and origins and apply their knowledge of vocabulary appropriately to enhance the content of their writing.

## **Handwriting**

Students produce text in a fluent, legible style.

## **Grammar**

Students consistently use correct punctuation, incorporating their knowledge of sentence structure and grammatical features to edit their own writing.

## **Reading**

Students read a wide range of increasingly complex texts. They critically analyse language and construct varying interpretations. Students are encouraged to read challenging novels for longer periods of time. They identify a wider range of text types and explore the grammatical features within each. Students are asked to respond to themes and issues to develop critical thinking skills using a comprehensive range of text types. Assessment is ongoing and is based on both oral and written interpretations of set reading tasks.

## **Speaking and Listening**

Students are aware of how spoken language can entertain, inform and influence others. They now plan, rehearse and reflect on the ways they speak and listen. Students discuss how written language varies in different contexts. They recognise the main structure of spoken texts (eg. the differences between an explanation and a recount). Communication is now well developed and well organised. Students interact productively in pairs, small groups or large groups. Students are able to listen attentively and summarise main points and key issues.

# MATHEMATICS

Mathematics pervades all aspects of our lives whether at home, in the workplace or in the wider community. It has applications in many human activities and helps us to solve problems in areas such as science, business and finance, technology, arts and crafts and everyday life. Competence in Mathematics enhances both our understanding of the world and the quality of our participation in society. Consequently, it is essential that all students engage in the study of Mathematics.

Learning Mathematics involves the ability to integrate several components. Students need to be able to know and understand mathematical facts, concepts and terminology. They need to be able to carry out mathematical procedures and it is also vital that students can use Mathematics to investigate and solve problems. At Westbourne our curriculum ensures that students are given the opportunity to develop in all these areas. The Mathematics program provides a focussed block of time that identifies structures to help your child develop in the areas of number, measurement and data, space and reasoning strategies.

## **Number – Level 4**

Students become more proficient in performing mental calculations and this enhances their ability to complete mathematical tasks. They extend their range of estimation strategies, utilising this knowledge to check answers.

Students explore common fractions, decimals and percentages and their place in the number system. They confidently use written methods to add and subtract decimal numbers and to multiply and divide whole numbers. Based on the use of materials, they develop written methods for applying these processes to fractions. Students analyse and solve practical word problems, select the relevant information and carry out the appropriate operations required to solve the problems.

## **Measurement, Chance and Data**

Students select and use appropriate units when estimating, describing, comparing and measuring length, perimeter, area, volume, capacity, angles and temperature.

Students prepare and work with timetables and they use calendars. They engage in tasks where they estimate and measure time intervals ranging from seconds to days. They specify time and time elapsed with increasing precision.

Students understand and use relationships between different attributes in measurement (eg. the height and volume of containers and the mass and volume of objects).

Students order the level of chance involved in experiments, games and familiar events, including the notion of fairness. They compare the likelihood of outcomes using the language of chance.

Students frame questions, recognising that the wording will determine the nature of the data collected. They decide on the amount and type of data required.

Students develop a wider range of techniques for presenting data. They gain experience in entering data into a prepared database. Their graphical representations and summaries may involve the use of simple scales, common fractions, decimals and percentages.

## **Space**

Students use conventional geometric language to identify, describe, classify and compare shapes, objects, lines and angles. They extend their ability to recognise, interpret, represent and make shapes and objects including two-dimensional representations of three-dimensional objects. They predict, analyse and describe repetitions, movements, enlargements and reductions of shapes.

Students visualise, follow, and clearly describe locations and paths with increasing accuracy. They use mapping conventions when reading and making formal maps, grids and plans.

# MATHEMATICS

## Structure

Students form and specify sets of numbers, shapes and objects according to given criteria and conditions. They use venn diagrams to test the validity of statements using the words *none*, *some* or *all*.

Students construct and use rules for sequences based on the previous term, recursion (for example, the next term is three times the last term plus two), and by formula (for example, a term is three times its position in the sequence plus two).

Students establish equivalence relationships between mathematical expressions using properties such as the distributive property for multiplication over addition (for example,  $3 \times 26 = 3 \times (20 + 6)$ ).

Students identify relationships between variables and describe them with language and words (for example, how hunger varies with time of the day).

Students recognise that addition and subtraction, and multiplication and division are inverse operations. They use words and symbols to form simple equations. They solve equations by trial and error.

## Working Mathematically

Students recognise and investigate the use of mathematics in real (for example, determination of test results as a percentage) and historical situations (for example, the emergence of negative numbers).

Students develop and test conjectures. They understand that a few successful examples are not sufficient proof and recognise that a single counter-example is sufficient to invalidate a conjecture.

Students use the mathematical structure of problems to choose strategies for solutions. They explain their reasoning and procedures and interpret solutions. They create new problems based on familiar problem structures.

Students engage in investigations involving mathematical modelling. They use calculators and computers to investigate and implement algorithms (for example, for finding the lowest common multiple of two numbers), explore number facts and puzzles, generate simulations (for example, the gender of children in a family of four children), and transform shapes and solids.

# INTEGRATED STUDIES

All year levels study Science, The Humanities, Technology and Health within an integrated unit of work. These units are designed to be appropriate to the children's interests and levels of need. They are also linked to the framework of learning outcomes as outlined in the VELs. The units of work for this year are as follows:

## **Year Five:**

Term One: 'Modes of Transport'

Term Two: 'Forensic Science'

Term Three: 'Leadership'

'Money, Money, Money'

Term Four: 'All that Glitters is Gold'

## **Year Six:**

Term One: 'Leadership'

'Government'

Term Two: 'Australian Geography'

Term Three: 'Media'

Term Four: 'World War 1'

## **THE HUMANITIES**

The Humanities is a study of human progress and how people have organised themselves into societies over time, and how they have interacted with their physical environments.

The Humanities provide a framework for developing student knowledge of Australian society, past and present, and of its urban and natural environments.

In the Junior School, students undertake a logically sequenced course of study that begins with their immediate environment (family and neighbourhood) and progressively explores the wider communities and world as understandings are developed. Each level of study equips the learner with the skills, knowledge and values to progress to the next focus.

By studying how humans organise themselves into communities, young people develop an understanding of their world and its historical development. The knowledge, skills and values students acquire in this study enable them to participate as confident, responsible and active citizens.

The main focus at this level of study is on important events in the history of Australia and the development of Australian democracy. Students study significant events such as disasters and undertake research work on this theme.

In previous stages of learning, the students have gained an important understanding of the types of rules and laws that we establish, and have need for, in simple environments such as at home and at school. The students in Year 5 and 6 examine law making and begin to explain how and why local laws are made and changed.

Students learn about the roles of local, state and federal parliaments and develop knowledge and skills related to civics and citizenship, and democratic processes and structures.

# INTEGRATED STUDIES

## SCIENCE

The study of Science involves the development of knowledge and understanding of how the world functions. Children have a natural curiosity and inquisitiveness that makes them scientists by nature. At Westbourne Grammar School, we nurture these innate qualities and use them to promote an understanding of ourselves and the universe. We encourage children to develop and use skills which are obtained through observation and experimentation. Emphasis is also placed on the use of appropriate scientific language and methods.

The topics covered in the Integrated Units support the Science curriculum for these year levels.

### Year 5 & 6 Science

- Students build up their understanding of major theoretical ideas.
- Students progressively gain more experience in working in a laboratory situation with scientific equipment and perform more complex experimental investigations.
- Students learn to act responsibly when working with a greater range of apparatus and substances.
- Students become aware of a range of values and other factors that operate when science is applied to public policy and commercial decisions.

## TECHNOLOGY

Technology education gives students the knowledge and skills to produce quality products that solve problems or meet needs. In keeping with technology's widespread application in society, students should use a range of equipment and resources to create products. In the Junior School, Technology education is covered across the curriculum.

Technology education aims to develop in students:

- A systematic and creative approach to generating technological solutions.
- The knowledge and skills to use a variety of equipment and resources.
- An understanding of the principles for safely operating equipment.

- The ability to explore and assess the past and potential consequences of using technology.
- A sense of self-confidence and self-sufficiency in dealing with technology.

## HEALTH EDUCATION

Our Health and Pastoral Care Programs encourage children to develop healthy attitudes and to acquire important life skills. Health Education covers a number of distinct but related subjects. They are Health Education, Personal Safety and Drug Education.

*Health Education* promotes an understanding of the importance of personal and community actions in promoting health and lifelong participation in physical activity, and of the role that supportive physical and social environments play in the development of the health of individuals and communities.

Health Education enables students to:

- Describe what it means to be healthy and how aspects of our environment can promote health.
- Describe self in personal, family and community terms.
- Identify the range of people, services and products that help us stay healthy and safe.
- Describe relationships with different people in own daily lives.

*Personal Safety Program* is an empowerment program designed to boost students' confidence in their ability to handle not only problems, but to take control of their lives, and to achieve what they want for themselves. It teaches strategies and skills to ensure the growth of a feeling of safety and empowerment.

**The following personal safety statements underpin the Pastoral Care Program from Prep-Year 6.**

- 1. We all have the right to feel safe and be safe.**
- 2. We can take action on every problem.**
- 3. We can talk about anything with people we trust.**
- 4. We can persist in taking action to improve our safety.**

## INTEGRATED STUDIES

### ***Drug Education***

Drug Education builds on the sense of physical, mental, emotional and social well being as covered in Health Education. People in our society use drugs for both medicinal and recreational reasons. Our school has a responsibility to provide students with the skills and knowledge to make informed decisions about drug use/non-use. We aim to address the drug education needs of our school community through a harm minimization approach.

Drug Education students develop an understanding of the following:

- I must think clearly and logically when making decisions.
- My attitude to drugs and the way I use them is influenced by other people.
- A drug is any substance other than food, water and oxygen which, when taken into the body, changes the way the body works.
- Many people are not aware that some things they consume in everyday life contain drugs.
- People use drugs for medicinal and recreational reasons.
- Drugs affect people in many ways. Some ways are helpful, some are harmful.
- There may be alternatives to harmful drug use.
- Some people depend on drugs. Our society has rules and legislation to control drug supply and use

## PHYSICAL EDUCATION

The Physical Education program for children in Years 5 & 6 aims to expose students to a variety of movement experiences. It is concerned with the development of attitudes, values, knowledge and human movement skills related to health, fitness, recreation and quality of life for self and others.

In our Physical Education program we aim to develop positive attitudes that will lead students towards achieving an active and healthy lifestyle. Our well balanced and comprehensive Physical Education program contributes to students becoming confident, independent, disciplined, healthy, happy and fit.

As proposed in the school curriculum, the units of work covered in Years 5 & 6 include:

- Dance
- Minor Games
- Major Games
- Fitness
- Ball Handling
- Gymnastics
- Athletics
- Cross Country

Major sports include cricket, netball, football, basketball, soccer, European handball, and soft-crosse. Tchoukball and tennis are being trialed in 2009. All students in Years 5 & 6 are expected to attend sport training on a Thursday from 3.30 pm to 4.30 pm. At this level, students will be involved in the inter-school CIPSSA competitions.

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

In the Junior School the application of computers plays a vital role in the learning process of all students. Rather than being a subject in itself, computer technology is used as a tool to enhance learning experiences across all areas of the curriculum. The acquisition of computer skills by students is accelerating rapidly. Expectations in this regard are constantly being reappraised.

In Years 5 & 6 children become familiar with the following:

- Keyboard letter positions
  - Accuracy and speed in touch typing
  - Home keys
  - Editing documents
  - Using the Internet to search for sites that are related to units of work.
  - The major features of Microsoft Word, Excel, Publisher and PowerPoint.
- Explain how the functional capabilities of a limited range of computer components affect the way information is produced.
  - Develop preferred solutions to information problems experienced by various audiences, using a range of information technology skills, processes and equipment.

## VISUAL ARTS

Through the Visual Arts, children learn to recognize and value the cultural forms and traditions that constitute artistic heritage.

Children are given the opportunity to explore, create and communicate through a range of materials and hands-on experiences. The children are immersed in a stimulating environment that motivates, directs, inspires and encourages each child so that he/she is nurtured to reach his/her full potential. All children are valued as an individual and their artwork is appreciated in its own right

Art Education encourages students to:

- Experiment with ideas and explore feelings to find satisfactory solutions to visual art tasks.
- Select, combine and manipulate images, shapes and forms, using a range of visual art skills, techniques and processes.
- Draw upon a range of skills to present visual artwork for a variety of audiences and purposes.
- Discuss informally and write about personal observations of visual artwork.
- Identify distinguishing features of visual artwork and associate them to a particular time, place or culture.

# MUSIC

The programme for Years 5 and 6 is based on Kodaly and Orff Schulwerk music education.

In Year 5 there is one additional period a cycle for one semester, for the wind and continuing string programme and classroom percussion programme.

## Year 5

### Pitch

- Sing solfa melodies in tune with hand signs.
- Identify and write a given 8 beat melody in solfa using C, F and G doh.
- From the staff, sight read pentatonic solfa patterns (lah, soh, mi, ray, doh).
- Transcribe notation from stick to staff notation.
- Experience holding their part whilst singing a canon.

### Duration

- Sight-read rhythms and say time names to known rhythmic vocabulary maintaining a steady beat.
- Demonstrate an ability to perceive rhythm aurally by dictating an 8 beat rhythm.
- Invent and perform a rhythmic ostinato from known rhythms to accompany a known song or own composition.
- Add time signatures, bar lines, rests and notes to complete bars in 2,3 and 4 metre.

### Dynamics Expressive Techniques

- Apply terms and signs for dynamics including piano and forte, articulation including staccato and legato.
- Demonstrate changes in dynamics, tempi and articulation using voice, instruments and/or movement.

### Structure

- Recognise and label similar and contrasting phrases using A,B and C showing the form.
- Demonstrate an increasing awareness of phrases, introductions, coda, verse and refrain using the voice, instruments and/or movement.

### Tone Colour

- Demonstrate an understanding of how composers use instruments to create a specific atmosphere to tell a story.
- Aurally identify a variety of orchestral instruments.
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## Year 6

### Pitch

- Sing solfa melodies in tune with hand signs.
- Identify the order in which solfa melodies are played, either through stick notation or on the treble staff.
- From the staff, sight read pentatonic solfa patterns (lah, soh, mi, ray and doh).
- Demonstrate an ability to perceive pitch aurally by dictating a melody of 8 beats using solfa and/or writing in stick notation.
- Transcribe stick notation to staff notation using C, G or F doh.
- Experience holding their part whilst singing a canon.

### Duration

- Sight-read rhythms and say time names to known rhythmic vocabulary maintaining a steady beat.
- Demonstrate an ability to perceive rhythm aurally by dictating a rhythm of 8 beats.
- Identify the metre of a piece.
- Invent and perform a rhythmic ostinato from known rhythms to either accompany a known song or own composition.
- Add time signatures, bar lines, rests and notes to complete bars in 2,3,4 and 5 metre.

### Dynamics and Expressive Techniques

- Identify and apply to their own compositions the most appropriate term or sign to describe the dynamics, tempi and articulations of a piece.
- Identify expressive techniques employed by composers whilst listening to a piece of music.

### Structure

- Discuss the form of known and unknown songs and musical examples.
- Compose own lyrics for a 12 bar Blues chord progression.

### Tone Colour

- Demonstrate an understanding of how composers use instruments to create a specific atmosphere to tell a story.
- Aurally identify a variety of orchestral instruments.

### Band Program

- Students learn flute, clarinet, trumpet or trombone for 2 lessons per cycle for one semester.

# JAPANESE

Students develop the ability to establish and maintain communication around topics which are relevant to their experiences in both the classroom setting and contact with Japanese nationals.

Through their participation in the program, students enhance their communication skills, they are immersed in socio-cultural activities, they learn how to learn a language, they improve their general knowledge and they develop greater language and cultural awareness.

## Years 5 & 6

### Interpersonal Use of Language

- Understand simple specific statements about likes and abilities.
- Understand simple instructions and messages.
- Respond to roll call and other instructions.
- Use simple social formulae for greetings in appropriate situations.
- Use a variety of appropriate greetings and responses within everyday classroom situations.
- Ask simple questions for specific purposes. (finding out name, age, where you live, likes, dislikes)
- Ask and answer simple questions within the range of topics studied.
- Introduce self to others.
- Make simple statements about the classroom and other learners.
- Write some familiar words and phrases in script (eg. for messages and greetings.)
- Write simply in a variety of genres (eg. an invitation, a congratulatory message.)

### Informational Use of Language

- Understand and respond to simple spoken instructions.
- Understand in full, short connected passages of 2-3 sentences (eg. simple descriptions covering the topics being introduced throughout each unit of work).
- Understand simple spoken descriptions and short talks.
- Give simple instructions to other learners for familiar activities.
- Give short, simple oral presentations prepared within the range of topics studied.
- Recognize sentences, which are familiar to learners, written in script by the teachers.

### Aesthetic Use of Language

- Listen to a simple short passage (eg. narrative) for complete understanding.
- Understand simple short stories.
- Understand specific words and phrases within certain Japanese songs.
- Write words, phrases, and sentences in script to create a simple class story.

### Script

- Recognize and reproduce all Hiragana characters.

### Sociocultural

- Throughout the study of each unit of work, learners will develop knowledge and understanding of the sociocultural aspects of Japanese language and culture.

# LIBRARY

The Library plays a vital role in the life of our school. It is most important that all children have access to high quality Library resources that reflect the varying ages and needs of the students.

Children are exposed to a wide variety of literature. It is hoped that they will develop a love of literature and will come to view reading as a worthwhile leisure activity.

The effective teaching of information skills is considered important both to provide access to information and to enable students to use information for purposeful inquiry, informed decision making and learning throughout life.

Through the sequential teaching of Library skills, all children are able to adequately access a wide range of Library materials by the end of their primary schooling.

## **Year Five:**

In Year Five, students are encouraged to do the following:

- Develop and maintain a love of literature.
- Become competent in the use of Library facilities
- Complete an author profile
- Participate in discussion of class novels read
- Locate information using Dewey numbers
- Understand how to compile a bibliography
- Continue to develop information skills - use of specific reference materials, note taking and data charts
- Identify plot, setting and theme of a story

## **Year Six:**

In Year Six, students are encouraged to do the following:

- Develop and maintain a love of literature
- Develop and exhibit information skills
- Define library terms - journals, indexes
- Demonstrate an awareness of reference materials and how they can be used
- Identify genres of stories - reflect, summarise, assess, edit
- Develop skills in using Library technology - internet, CD ROMs, email

## OUTDOOR EDUCATION

At Westbourne we have a strong Outdoor Education program that begins at the Prep level and continues through to Year 12. The program involves children learning and living successfully in various environments. It encourages children to develop life skills and cooperative skills in coping with an 'outdoor' classroom.

### **Year 5 Camp**

The Year 5 Camp of 5 days, and 4 nights duration, is conducted at Valley Homestead, Myrtleford, in Victoria's North East. The planned activities take advantage of the bush environment and emphasise survival skills, as well as the need to employ cooperative skills, to ensure the well being of all members of the group. Children live and work in small groups in very comfortable surroundings, where the buildings are in harmony with the environment. They are expected to take their turn at various duties, to maintain their camp booklet regularly as a record of the work completed during camp time and to be responsible for their personal hygiene and neatness of their sleeping units. They are also expected to use their free time in an appropriate and responsible manner. An appreciation of the environment and survival skills developed during this camp, provide a firm basis for the Year 6 camp.

### **Year 6 Camp**

The Year 6 camp, of 5 days and 4 nights duration is also conducted at Valley Homestead, Myrtleford, in Victoria's North East. The planned activities take advantage of the bush environment, relying on the survival skills taught during the Year 5 Camp as well as the cooperative skills practised at all school levels. The activities for the Year 6 camp include camping out, hiking and an extension of the survival skills taught during the previous Year 5 Camp. The camp routines introduced in Year 5 are continued in Year 6 and all students are expected to take their turn at various duties, to maintain their camp booklet regularly as a record of the work completed during camp time and to be responsible for their personal hygiene and neatness of their sleeping units. They are also expected to use their free time in an appropriate and responsible manner. The activities of the last Junior School Camp prepare students well for the Outdoor Education program in the Senior School.

You will receive further information about your child's camp as the date draws closer. We will also require information from you so that we can best look after your child.

Students in Year 6 also have the opportunity to participate in some voluntary out of school activities (eg. canoeing, cycling and bushwalking). These activities are designed to challenge students and to broaden their skills in a range of areas.

For Year 5 and 6 students, we also run an 'Earth Education' program. This program aims to help students make informed decisions about how they can live in harmony with the environment.

# INDIVIDUAL DIFFERENCES

All students have particular learning requirements and need to be nurtured to ensure their potential is fully developed. Within the range of students' abilities there are different levels of need that require different types of educational provision. At Westbourne, we use a co-ordinated range of approaches to student learning that we believe provide all students with a fulfilling and challenging education commensurate with their abilities. Some of the strategies we use are outlined below.

## **Monitoring Learning**

All classroom teachers conduct assessment on a regular basis. In our school we are also fortunate to have a School Counsellor, Educational Psychologist, an Educational Support Coordinator and a Director of Curriculum Development who can support classroom teachers in assessing student needs.

## **Classroom Programs**

Our curriculum planning is organised to provide students with experiences that will cater for different learning styles and levels of thinking. Our use of integrated units allows learning to occur across broad themes and provides many opportunities for independent research. In fact, independent study is greatly encouraged and students are given opportunities to develop individual projects of interest related to the school's curriculum.

## **Excursions/Incursions**

Students have the opportunity to gain greater information on a unit of work by visiting and observing a particular location outside the school environment, or conversely, by having a group or individual visit them. They are able to talk to experts who are not always readily available in the classroom. For some students, these experts may serve as models or even mentors.

## **Cross-Age tutoring and Buddy System**

In the organisation of our buddy system, younger students are matched to older students with whom they can share their interests, skills and talents.

## **Mathematical Olympiads for Primary Schools**

Students in this program meet on a weekly basis to develop and refine their mathematical problem solving skills. They also participate in five Olympiads at regular intervals throughout the year.

## **Future Problem Solving**

Future Problem Solving is a school based creative thinking program that engages students in small teams to solve problems. Problems involve issues set in the future and need to be solved through a series of practice stages.

## **Visiting Experts**

The School encourages experts to visit and work with the students on particular projects. Through the Book Week Program, we also have visiting authors, poets and illustrators.

## **National Competitions**

Children in Years Five and Six have the opportunity to challenge their skills and understandings by participating in activities such as the National Mathematics and English Competitions.

The breadth of the Music, Performing and Visual Arts, Sport and Language programs in the Junior School also provides many extension opportunities for our students.