

## **Drama**

In Drama, the children are given the opportunity to express themselves through bodily movements in a creative way. They are taught how to project their voices and use their bodies and body language to portray meaning in various contexts. Improvisation skills are taught as well as the fundamental basic skills of acting.

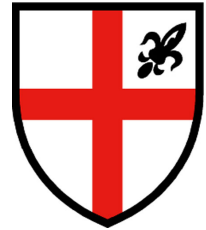
## **Outings and Excursions**

Various outings and excursions are undertaken during the year. These are linked to enhance and compliment what is being learned in the classroom and to expose the pupils to varying situations and challenges. These experiences also provide for the added dimension of social interaction between pupils, and also between pupils and teachers .

During the first term we go to Sugar Bay for three nights.  
29 January—1 February

The other outings will be communicated to you as soon as they are confirmed.

**CLIFTON**  
PREPARATORY SCHOOL  
NOTTINGHAM ROAD



# **Grade Five Academic Handbook**

**2019**

## Clifton Preparatory School - Academic Principles

### The children and staff respect the following principles

- Support for self-directed learning.
- Programmes which reflect the real world and its changing nature.
- The recognition and support of individual needs and aspirations.
- Involvement of the parents and the community.
- Striving for the development of lifelong learning.
- Maintaining flexibility and accountability within the academic curriculum.
- Fostering critical and creative thinking, problem solving, risk-taking and decision making.

### Message from the Staff

As a staff we take pride in the achievements of all our children. We encourage the pursuit of academic excellence, yet at the same time instil the important values of respect for self, others and the school. We provide an environment that makes all our children feel at home and that encourages them to be active learners involved in a variety of experiences. We teach them to be self-motivated, self-disciplined and self-directed in their learning. All our efforts around their education take into account the following principles of learning:

- We all learn in different ways
- We all learn at different rates
- We learn through interaction
- We learn through observation
- We learn through effort
- Learning should be fun

We are committed to providing the best education possible for your sons and daughters. Knowing that you, as parents, are the primary educators of your children, we encourage your involvement and participation - our doors *are always* open.

### The Clifton Staff

### *Music*

The following is covered in music:

- Movement: moving to music, learning to feel musical phrasing improvised dance
- Pulse (“heart beat” of music)
- Basic notation: reading and writing of music
- Tempo: (fast/slow), rhythm and clapping games
- Music appreciation: discovering instruments, composers and genres
- Playing various percussion instruments.
- Singing

### **Art**

Drawing is one of the key skills Grade 5 children begin the term with. Developing observational drawing skills and becoming familiar with a range of techniques lay a solid foundation for the year ahead. Our curriculum in Visual Arts is designed to include a range of practical projects as well as theory work which enriches the practical explorations the children engage in. In Grade 5 we continue to work with a variety of materials on individual as well as collaborative projects creating both 2D and 3D work. Book Arts, illustration, and compositional design relating to literature are one of our main areas of engagement in Grade 5. A recent study by the world Economic forum has identified the following 7 skills as ‘must have’ skills that children will need to contribute positively to the workplace of the future.

1. Critical thinking and problem-solving
2. Collaboration and leading by influence
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Good oral and written communication
6. Accessing and analysing information
7. Curiosity and imagination

In Visual Art our own curriculum has been designed to maximize Clifton children’s opportunities to practice and develop these important skills, both through creative practical projects, and, also through engagements in Art theory that support the practical explorations our children engage in.

### **Homework Policy**

Homework/Prep is given on Mondays, for the week. Wednesdays are a homework free day since there is no formal prep session in the boarding house, HOWEVER, should your child have homework he/she should utilise his/her time wisely.

We attempt to set work which is relevant and directly linked to what is being done daily during class. Pupils are strongly encouraged to use available time constructively and, in particular, to read.

### **Academic support**

Academic support will be available to all children in Grade Five. Mrs Kurz will be available for English support and Mrs Visser will be available for Academic support. The beginning of each term the days and times will be available on D6.

### **Assessments**

A policy of continual assessment is implemented. The performance and achievements of pupils is measured both in formal testing; prepared and impromptu as well as in informal situations.

### **Physical Education Programme**

One hour per week where the focus is on gaining and/or improving swimming skills, developing gross motor skills and refining various sporting techniques. The children will also do a fitness assessment at regular intervals, so as to monitor their development.

## **A message from the Grade Five Teachers**

Welcome to Grade Five. This booklet is designed to answer any general questions that you may have regarding the year. Should there be anything that you would like to be clarified or explained, please feel free to make an appointment to discuss your queries or concerns in more detail.

We are here to provide the very best possible education for your child. This is only possible with your support and encouragement—please get involved as much and as often as you are able to.

In Grade Five the emphasis is on weaning the child away from teacher-dependence so that they become independent, lateral thinkers. The commercial sector has made invaluable input to education. This sector of our economy requires creative, resourceful team players. Hence your child will fulfil many different roles in a group situation.

Should there be anything that is happening at home that may be out of the ordinary, please let us know. Small issues that may seem trivial to you could have a bigger impact on your child than you think. The death of a pet, an illness in the family, sibling rivalry, Mom or Dad going away for an extended period, etc are all very relevant and we need to know about these changes.

If there is anything that you would like to see added to this Information Booklet please let us know so that we can look into making the necessary changes.

We hope that we have a successful and rewarding year with your child in our care.

**Mrs Sandi Strudwick and Mrs Elani Visser**

If there are any questions, please contact us on:

sandi.strudwick@cliftonprep.org.za  
elani.visser@cliftonprep.org.za

## Daily Routine

07h20	<b><u>Children to be at school.</u></b>
07h30	Lessons commence
10h00	Tea break
13h30*	Lunch break
14h00	Change for various sporting codes

*\*On a Friday school ends at 13h30. Lunch is provided for boarders only unless a compulsory activity has been arranged. Parents of day scholars doing extra activities may request meals for the term at an additional charge. This is arranged through the Bursar.*

## The Academic Programme

The following subjects are taught during the Grade Five year.

- English
- Mathematics
- Afrikaans or isiZulu
- Conversational Afrikaans or isiZulu
- Integrated Studies
- iPad Skills STEAM
- Drama
- Art
- Music
- Physical Education
- Life Orientation

Wherever possible subject matter is linked between subjects to enhance interest and relevance.

## Second Languages

Children will receive 4 hours in their chosen language and 1/2 hours of conversational contact in the remaining subject. Only the chosen subject will be examined.

### Afrikaans

The aim of teaching Afrikaans is to give the children an opportunity to learn a second language for oral, reading and written communication purposes. Children are motivated to apply what they learn in class in their daily speech. Games, songs and role play are used to reinforce structures learnt. The following outcomes are covered: listening, speaking, reading, comprehensions, writing, and the use of sounds, grammar and vocabulary.

### isiZulu

At Clifton we have adopted an approach to the teaching and learning of our second additional language, which is essentially introductory and conversational, moving towards written work. The children will spend most of this time involved in oral work and modules are designed to assist their understanding of the language through themes for oral communication purposes. A range of multi-media is used to improve interest and to enhance the learning and discovery process. Basic word recognition is done, with little emphasis on rules of grammar and language.

### STEAM Lounge: iPad Lessons

Technology integration in school is key in today's generation. Children have weekly ICT lessons where the aim is to empower them with skills in fields like science, technology, engineering etc. This is achieved through both individual and group work assessment. LEGO is used to enhance kids' problem solving skills, creativity and the ability to co-work with other individuals.

- Lessons have child-centred, activity-based tasks which stimulate scientific and creative thinking. Briefs are specific and guided to enable the children to carry out their tasks successfully. A wide range of hands-on investigations and experiments will be offered.
- Activities will provide opportunities to participate in investigations and hone problem-solving skills as well as develop their entrepreneurial potential.
- Activities will take the form of individual, paired and group tasks.

### Term 1

#### Theme: Everything is connected / linked

Geography: Connections in cycles—weather and climate

History: Connections to others—Communication through time

Science: Connections in Nature—

### Term 2

#### Theme: Go with the flow—Ancient Egypt and the Nile

Geography: Go with the flow—rivers and floods

History: Ancient Egypt and the Nile

Science: Water and energy

:

### Term 3

#### Our Wonderful World

Geography: Different religions, maps, planets, rocks and soil

History: Hunter Gatherers and herders in South Africa

Science: Sun, Earth and Moon, metals

### Term 4

#### Mission to Mars

Geography: Mars

History: What people in the past used to think about Mars

Science: Planets and Solar Systems, organisms and energy sources

## English

### *Aims and Objectives:*

- To involve the pupils in and expose them to the English language - written and spoken.
- Through the teaching of language and grammar, enable the pupils to learn correct procedures and skills pertaining to English.
- To encourage communication and creative expression - written and spoken.
- Through exposure to literature, develop an appreciation of books and the love of reading.
- To encourage reading. Reading to learn and also reading for pleasure and enrichment.

## Mathematics

A strong sense of number is at the heart of being able to do Mathematics. At Clifton we have decided to adopt the methodology supported by the Number Sense programme. The emphasis is on understanding number, being able to manipulate numbers mentally and ultimately to solve problems using critical thinking and a sound grasp of the relationship between numbers and operations. Differentiation is key to the success of this programme, allowing each child to progress with understanding at his or her own pace. Concepts are scaffolded and revisited regularly to ensure memory retention and a solid foundation for increasingly more complex calculations.

## Integrated Studies

Natural Science

History

Geography

### *Aims and Objectives:*

- The children will aim at solving problems, making decisions, organising and observing the natural world. They will develop the ability to analyse and interpret their physical and living environment. We will examine how people interact with their natural, social and economic environments.