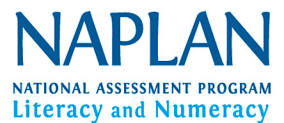




## Year 5 - 2021 Term 2 Overview

Term 2 in Year 5 is going to be exciting as it is jam-packed with many engaging learning experiences. Underpinning every learning experience is a continued focus on the Habits of Minds and further developing a Growth Mindset, especially through our work with 'The Resilience Project' and emphasis on our school values; 'I am a learner', 'I am a friend' and 'I am respectful'. The students will also have the opportunity to participate in Interschool Sport every Friday.

From May 11 to May 13 (Week 4), the students will be sitting the NAPLAN Test alongside all the Year 5 students across the country.



Working closely with the Year 6 students, the students in Year 5 will be developing their leadership skills at the Young Leaders Day Conference on May 24. The students will be expanding their understanding of leadership as they listen to keynote speakers and participate in a range of interactive learning opportunities focussed on creativity, resilience and social responsibility.

The Australian History unit that has been taught throughout Term 1 and Term 2, will culminate as the Year 5 and 6 students set off on the 'Eureka - Gold!' camp. The rich learning experiences at Sovereign Hill and at MADE (The Museum of Australian Democracy at Eureka) will enable the students to deepen their understanding of the impact of the Gold Rush on the social, political and economic history of Melbourne and Victoria.

### **RELIGION**

Daily prayer, Christian meditation and mindful meditation are an integral part of our Religious Education program.

#### **A Change of Heart**

In this unit, the students will appreciate and value the Sacrament of Penance as a means of Reconciliation with God.

The students will grow in understanding that:

- in moments of reconciliation and forgiveness they experience God's peace
- the Sacrament of Reconciliation allows them to develop a deeper appreciation for reconciliation with God and with one another
- God's goodness and faithfulness are celebrated in many ways in their daily lives, in liturgy and in prayer.



#### **God's Chosen People: The Story Begins**

In this unit the students will study the story of God and the Chosen People in the Old Testament.

The students will:

- explore the ways in which the Hebrew people lived and worked in relationship with God in the Old Testament, to set the foundation for faith as we know it today
- read Old Testament Scripture stories, reflecting upon their meaning and how it can still be applied to our daily lives
- begin to learn the Bible's own unique referencing system of book, chapter and verse.

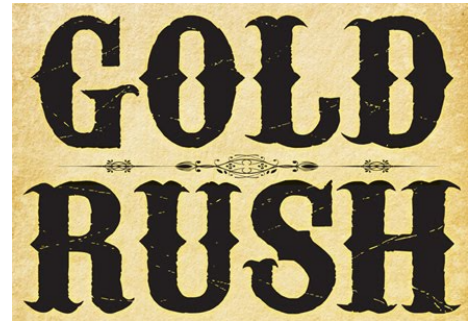


## **INTEGRATED TOPIC**

### **'Eureka - Gold!'**

The students will continue to:

- explore the social, political and economic ramifications of the Gold Rush on the growing Victorian colony and specifically, the township of Melbourne
- investigate the time frame of major events of the Gold Rush
- compare and contrast how people lived and worked on the goldfields
- identify the key outcomes of the Eureka Stockade
- understand how the effects of the Gold Rush contributed to the Federation of Australia.



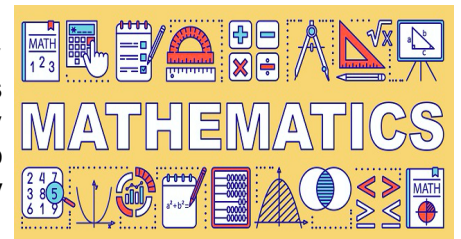
### **School Camp**



The students will attend a three-day school camp to 'Log Cabin Camp' in Creswick, from Monday 7 June to Wednesday 9 June. The students will spend some time on site at the campsite, participating in a range of outdoor activities. A day at Sovereign Hill and a visit to MADE (The Museum of Australian Democracy at Eureka) are also incorporated into the camp stay. As part of the camp program, the students will attend a lesson at the Sovereign Hill Education Centre and attend an evening performance of 'Aura', an immersive theatre experience at Sovereign Hill. These rich learning experiences will enable the students to deepen their understanding of the impact of the Gold Rush on the social, political and economic history of Victoria.

### **MATHEMATICS**

To continue building on the students' developing number sense, every lesson will begin with a short activity that engages the students and tunes them into their learning. This term, these 'tuning in' activities will primarily focus on worded problems that provide the students with opportunities to further develop and practise strategies to solve problems across a variety of topics. These strategies will also incorporate NAPLAN style problems, with a focus on helping to prepare the students for the NAPLAN testing in May. Tuning in activities will also include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.



The following topics will be covered this term:

#### **Number**

- Estimation and Mental Calculations: continue to develop students' strategies using a range of different processes and problems
- Order of Operations: investigating BODMAS (Brackets, Orders, Division, Multiplication, Addition, Subtraction) and using BODMAS to solve algorithms
- Addition and Subtraction: revising and practising formal written algorithms with 5 and 6-digit numbers (and beyond), incorporating estimation strategies and mental calculations to check answers for 'sense'
- Multiplication and Division: revising and practising formal written algorithms, multiplying and dividing larger numbers by single digit numbers, incorporating the use of suitable technologies such as calculators, to develop mental strategies and estimation skills.

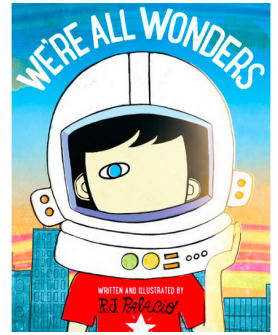
#### **Statistics and Probability**

- Collecting and Interpreting Data: collecting data through surveys and interviews, posing and answering questions related to the data
- Data Representation: representing collected data in different ways including; column graphs, dot plots and tables, with and without the use of technology.

## **ENGLISH**

### **Reading**

The students will be involved in whole class, small group (including guided reading sessions) and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information in texts. The students will continue to study the book, 'Wonder', by R.J. Palacio, as part of our serial reading program, and use the contents of the novel to make connections to the learning from 'The Resilience Project', as they focus on empathy and emotional awareness.



### **Writing**

The students will be focusing on persuasive writing as they convince, motivate and argue points of view, using evidence and facts to support their opinions. They will incorporate their knowledge from their Integrated Studies learning to research the different people on the goldfields and to write letters to convince others, whether or not, to join them on the goldfields. The students will continue to use their Writer's Notebook as a tool to practise writing, editing and publishing their work.

### ***Grammar & Punctuation***

The following understandings will be covered during weekly grammar lessons:

- reinforcing correct sentence structure, building upon the learning from last term on simple, compound and complex sentences
- the apostrophe of possession and its use with common and proper nouns
- correct use of quotation marks to include speech in writing.

### ***Spelling***

The focus of the spelling lessons will include:

- learning about specific letter patterns and applying spelling rules
- spelling a range of high frequency words and context specific topic words.

### ***Handwriting***

Handwriting sessions each week will focus on correct letter formation, fluency and presentation.

### **Speaking & Listening**

The students will continue to develop their speaking and listening skills through:

- their participation in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to their peers and teachers in a variety of learning activities and situations, and reflecting on others' viewpoints.

## **LIBRARY**

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collection
- use the library collection as a resource for research
- explore the Dewey decimal classification system
- take on responsibility for reshelving books correctly.

### **Library borrowing day is Thursday**

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

Happy Reading!

## **SOCIAL and EMOTIONAL LEARNING - The Resilience Project**

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.



The topics that will be covered this term are:

- 'The Important Book' - identifying the positive aspects of different situations and the important things in life
- 'Supporting Others' - discussing the importance of supporting others and showing empathy
- 'Human Camera' - being present in the moment through mental snapshots and memories
- 'Regulating Emotions' - identifying negative emotions and the situations in which they can occur, then discussing strategies that could be used to regulate these emotions
- 'Recognising and Recalling Positive Emotions' - analysing happy memories to reflect upon positive emotions
- 'The Book of Awesome' - creating a class book of the little things that make our lives awesome.

## **DIGITAL TECHNOLOGIES**

This term in Digital Technologies, the students will be further developing their understanding and capabilities with 'coding'.

To do this, the students will:

- use the Sphero BOLTs and iPads to learn further about computer programming including; block programming, loops, functions and sequencing
- use their coding knowledge to program the Sphero BOLT through an obstacle course designed as a class.



Sam Cassimatis

## **VISUAL ARTS**

The students will:

- research and learn about contemporary Australian artists Raquel Ormella and Reko Rennie
- use the themes of 'communication' and 'activism' as inspiration to create artworks
- explore the works of artists and and their visual arts practices as inspiration to create artworks that express ideas and beliefs
- be supported to share and discuss their artistic choices and to present their finished artworks.



Megan Holmes

## **HOME LEARNING and STUDENT DIARIES**

The students are required to read each school night and to record this in their Student Diary. Other home learning may include additional Religious Education or Integrated Studies learning tasks. **We ask that parents sign the diaries each week.** Diaries will be checked each Friday by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

## **ITALIAN**

Ben tornati! (Welcome back!). This term, the students will be introduced to, apply and practise Italian words pertaining to specific parts of the body. A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John



## **PERFORMING ARTS**

The students will continue to:



- explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects
- listen to various styles of music from different cultures and discuss their influences, similarities and differences
- compose and notate original music using traditional and non-traditional music notation
- compose and play songs on the ukulele using chords C, A minor, F and G
- learn new songs and sing in pitch using the elements of music to shape and enhance their performance
- prepare songs and musical items for our 2021 school concert.

Simon Lewis

## **PHYSICAL EDUCATION**

The students will:

- further their understanding of the importance of daily physical activity and begin to explore the benefits of healthy lifestyle choices, *e.g healthy food choices*
- develop a greater understanding of how their body reacts to different intensities of physical activities, by recognising and comparing their resting and active heart rates, measuring their pulse and understanding their own fitness levels
- participate in a variety of specifically designed activity circuits to improve their fitness
- refine their locomotor skills of *jogging* and *running*, and understand the importance of safe stretching activities to improve flexibility and prevent injuries, whilst completing cross country practice
- continue to develop their collaborative and interpersonal skills by using teamwork skills in game situations, including Australian rules football, soccer and netball, whilst practising the fundamental motor skills of *run*, *catch*, *overhand throw*, *dodge*, *punt* and *ball bounce*
- continue to correctly interpret and apply game rules in Australian rules football, soccer and netball.



Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- investigate how the planet Earth orbits a star called the Sun, and is part of a system of planets called the solar system
- identify and research the planets of the solar system, comparing features including the length of time they take to orbit the sun
- understand that the sun provides energy in the solar system.



Janelle Baldwin

## **REMINDERS**

Mondays & Fridays:

- Physical Education - sport uniform to be worn

Tuesdays:

- Performing Arts
- Italian

Thursdays:

- Science

Wednesday rotations:

- Digital Technologies
- Visual Arts - art smocks are required

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.

Sam Cassimatis



## Year 6 - 2021 Term 2 Overview

Term 2 is shaping up to be another very busy term of engaging learning!



Earlier in the term, the students visited the Old Treasury Building to participate in an education program titled 'History: The Australian Colonies'. The students learned about the impacts of the gold rush on the development of the city of Melbourne. On Monday 24 May, the students in Year 5 and Year 6 will be attending the National Young Leaders' Day Conference at the Melbourne Exhibition Centre. The students will have the opportunity to listen to keynote speakers share their life stories, and they will participate in a range of interactive learning experiences which

focus on developing personal leadership skills, resilience and social responsibility. Our 'Eureka - Gold!' Camp will be the culmination of the Australian History unit that has been taught throughout Term 1 and Term 2. The rich learning experiences at Sovereign Hill and at MADE (The Museum of Australian Democracy at Eureka) will enable the students to deepen their understanding of the impact of the Gold Rush on the social, political and economic history of Victoria. Interschool Sport on Fridays, the Tennis Program and the IDSSA Cross Country (for selected students) make up the sporting events for the term. Further information about the above mentioned events will be forwarded to parents in due course.



### **RELIGION**

Daily prayer, Christian meditation and mindful meditation are an integral part of our Religious Education program.

#### **A Change of Heart**

In this unit, the students will appreciate and value the Sacrament of Reconciliation as a means of reconciling with God.

The students will grow in understanding that:

- the peace and love of God are experienced in moments of reconciliation and forgiveness
- the Sacrament of Reconciliation allows them to develop a deeper appreciation for reconciliation with God and with one another
- God's goodness and faithfulness are celebrated in many ways in their daily lives, in liturgy and in prayer.



#### **God's Chosen People: The Story Begins**

In this unit the students will study the story of God and His Chosen People in the Old Testament.

The students will:

- examine the ways in which the Hebrew people lived and worked in relationship with God, setting the foundation for our faith as we know it today
- read Old Testament scripture stories and reflect upon how their meaning can be applied to our daily lives
- learn how to use the Bible's unique referencing code, including locating chapter and verse.

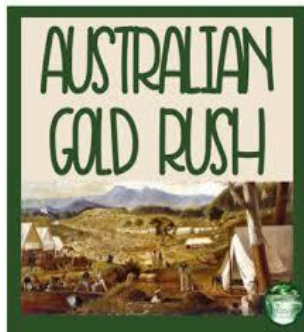


## **INTEGRATED TOPIC**

### **'Eureka- Gold!'**

Learning about this unit commenced in Term 1.

The students will continue to:



- explore the social, political and economic ramifications of the Gold Rush on the growing Victorian colony and specifically, the township of Melbourne
- investigate the time frame of major events of the Gold Rush
- identify the impact that colonisation had on the Indigenous people of Victoria
- compare and contrast how different groups of people lived and worked on the goldfields
- identify the key outcomes of the Eureka Stockade
- understand how the effects of the Gold Rush contributed to the Federation of Australia.

### **School Camp**

The students will attend a three day school camp to the 'Log Cabin Camp' in Creswick, from Monday 7 to Wednesday 9 June. The students will spend some

time on site at the campsite, participating in a range of exciting outdoor activities. A day at Sovereign Hill and a visit to The Museum of Australian Democracy at Eureka (MADE) in Ballarat are also incorporated into the camp stay.

As part of their visit to Sovereign Hill, the students will attend a lesson at the Education Centre and they will attend an evening performance of 'Aura', an immersive theatre experience.



## **MATHEMATICS**

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.



The following topics will be covered this term:

### **Number**

- Addition: adding numbers into the millions (and beyond) using the written algorithm
- Subtraction: subtracting numbers into the millions (and beyond) using the written algorithm
- Multiplication: solving problems involving multiplication of large numbers by one or two digit numbers, using efficient mental and written strategies, and appropriate digital technologies
- Division: solving problems involving division of large numbers by one or two digit numbers, using efficient mental and written strategies, and appropriate digital technologies
- Order of Operations: using brackets and the correct 'order of operations' to solve number problems accurately.

### **Measurement and Geometry**

- Volume and Capacity: connecting volume and capacity and their units of measurement
- Mass: converting between common units of mass (e.g. mg, g, kg).

### **Statistics and Probability**

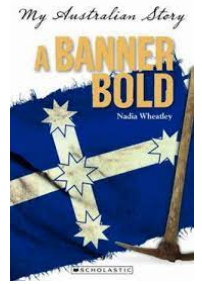
- Data Representation: constructing, interpreting and comparing a range of data displays using digital technologies.



## **ENGLISH**

### **Reading**

Throughout the term, the students will continue to participate in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information, and make evaluative judgements. To integrate the learning, there will be a strong focus on reading texts that are related to the Gold Rush, extending the students' knowledge and understanding of life on the gold fields and of significant people of the era. This term, as a book study, the students will read the novel, 'A Banner Bold', by Nadia Wheatley, as part of our serial reading program.



### **Writing**

Writing for this term will be linked to the Integrated Unit 'Eureka', and will focus on writing historical recounts and information reports. The students will be developing and refining their research and note taking skills, and learning about how to relay information about life on the goldfields, using a range of presentation styles including diary entries, letters, journals and historical reports.

### *Grammar and Spelling*

The students will:

- further develop their word knowledge and use varied vocabulary to add detail and interest to their writing
- further their understandings of grammatical terms and use of punctuation marks
- learn about specific letter patterns and apply spelling rules
- work on correctly spelling a range of high frequency words and context-specific topic words
- extend their vocabulary through a focus on spelling skills.

### *Handwriting*

The students will:

- revise and practise correct letter formation, pen grip and hand positions
- explore and apply the different cursive letter joins
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

### **Speaking & Listening**

The students will continue to develop their speaking and listening skills through:

- participating in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to their peers and teachers, in a variety of learning activities and situations.

## **LIBRARY**

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collection
- use the library collection as a resource for research
- explore the Dewey decimal classification system
- take on responsibility for reshelving books correctly.

### **Library borrowing day is Thursday**

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

Happy Reading!

## **SOCIAL and EMOTIONAL LEARNING - The Resilience Project**

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.



The topics that will be covered this term are:

- 'My Favourite Gratitude Quote' - researching gratitude quotes and identifying those that resonate
- '20 Things We Should Say More Often' - recognising the impact of positive words on others
- 'Empathy vs Sympathy' - understanding the difference between empathy and sympathy
- 'My Top Strengths' - identifying character strengths in ourselves and others
- 'Character Strengths' - identifying character strengths in inspirational people
- 'Small Acts of Kindness' - recognising the benefits of showing kindness
- 'Helping Hands' - reflecting on times when we have been helpful and describing the qualities of a good person.

## **DIGITAL TECHNOLOGIES**

This term in Digital Technologies, the students will be further developing their understanding and capabilities with 'coding'.



To do this, the students will:

- use the Sphero BOLTs and iPads to learn further about computer programming including; block programming, loops, functions and sequencing.
- use their coding knowledge to program the Sphero BOLT through an obstacle course designed as a class.

Sam Cassimatis

## **VISUAL ARTS**

The students will:

- research the themes of 'communication' and 'activism' in art and use these ideas as inspiration to create artworks
- research how the creation of the 'Eureka flag' was used to communicate the rebellion of the Gold Rush miners
- research and learn about contemporary Australian artists Tony Albert, Raquel Ormella and Reko Rennie
- explore the works of artists and their visual arts practices, as inspiration to create artworks that express ideas and beliefs
- be supported to share and discuss their artistic choices and to present their finished artworks.



Megan Holmes

## **HOME LEARNING and STUDENT DIARIES**

The students are required to read each school night and to record this in their Student Diary. Other home learning may include additional Religious Education or Integrated Studies learning tasks. **We ask that parents sign the diaries each week.** Diaries will be checked each Friday by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

## **ITALIAN**

Ben tornati! (Welcome back!)

This term, the students will be introduced to, apply and practise Italian words pertaining to specific parts of the body. A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.



Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

## **PERFORMING ARTS**

The students will continue to:



- explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects
  - listen to various styles of music from different cultures and discuss their influences, similarities and differences
  - compose and notate original music using traditional and non-traditional music notation
  - compose and play songs on the ukulele using chords C, A minor, F and G
- learn new songs and sing in pitch using the elements of music to shape and enhance their performance
  - prepare songs and musical items for our 2021 school concert.

Simon Lewis

## **PHYSICAL EDUCATION**

The students will:

- continue to learn about the importance of daily physical activity and begin to explore the impacts of physical health on social and mental wellbeing
- develop a greater understanding how their body reacts to different intensities of physical activities, by recognising and comparing their resting and active heart rates, measuring their pulse and understanding their own fitness level
- participate in a variety of specifically designed activity circuits to continue improving their fitness levels
- further refine their locomotor skills of *jogging* and *running*, and understand the importance of safe stretching activities to improve flexibility and prevent injuries, whilst completing cross country practice
- continue to develop their collaborative and interpersonal skills by using teamwork skills in game situations, including AFL, soccer and netball, while practising the fundamental motor skills of *run*, *catch*, *overhand throw*, *dodge*, *punt* and *ball bounce*
- continue to correctly interpret and apply game rules in Australian rules football, soccer and netball.



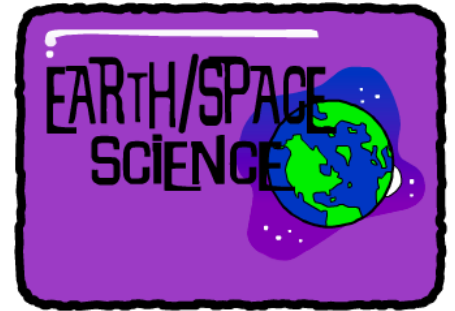
Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- investigate how the planet Earth orbits a star called the Sun and is part of a system of planets called the solar system
- identify and research the planets of the solar system, comparing features including the length of time they take to orbit the sun
- understand that the sun provides energy in the solar system.



Janelle Baldwin

## **REMINDERS**

Monday & Friday

- Physical Education - sport uniform to be worn

Tuesday:

- Performing Arts
- Italian

Wednesday rotations:

- Digital Technologies
- Visual Arts - art smock required

Thursday

- Science

Friday

- Interschool Sport (1.00 - 3.00 pm)

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.

Marisa Sibillin and Megan Holmes