

In Term 3, the Year 5/6 students will continue to be encouraged to develop their independence, self-esteem, co-operative work skills and creativity. Establishing links with teachers and peers and develop positive attitudes towards learning will continue.

Year 5/6s will be involved in student-led Parent/Teacher/Student Conferences. This will be a time of self-reflection for the students and discussion of future Learning Goals.

SRC, House Captains Garden Retreat, Well-Being and Green team leaders and members will all be working hard to fulfil tasks set to support our 5/6 Area and school. The 5/6 Garden Retreat Committee is being very proactive in their endeavours to develop the 5/6 Garden Retreat re-location. They have applied for a \$1000 Grant through the Diamond Valley Leader newspaper and will be promoting our community to vote for this initiative. If successful, the money will go towards re-modelling the area outside S1. Athletic Sports will be a highlight for the students. This will take place at Meadowglen International Athletic Track on Wednesday 12 August. Other highlights will be Hooptime Basketball, State School Spectacular, Battle of the Bands and Rugby Gala Day. Secondary placements for 2016 for the Year 6 students will be announced on Wednesday 19 August.

Whilst the term three curriculum focus below has been presented for planning purposes, the content will often be interwoven with other topics featured throughout the year.

MATHEMATICS

The focus this term will be on the following:

- Factors: Identifying and describing factors
- Fractions: renaming: rounding: counting forward and backwards: solve problems involving addition and subtraction using the same or different denominators: make connections between equivalent fractions, decimals and percentages.
- Decimals: rounding: counting forward and backwards: addition: subtraction
- Chance & Data: probability: collect data, construct, describe and interpret different graphs
- Measurement: perimeter and area; grid references: using decimal representation of metric system units
- BODMAS: exploring brackets and order of operations in equations

READING

- The focus for this term will be on identifying the purpose, structure and language features of information, procedural and narratives texts.
- Through the narrative 'Wonders' by R. J. Palacio the students will continue to explore and discuss the language and literacy features and styles of a writer and narrative.
- Literal and inferential comprehension.

WRITING

Through information, procedural and narratives texts and poetry, students will follow the model of planning, drafting, proofreading, editing and publishing to develop their writing skills. Correct structure and language features of the genres will be studied.

Conventions of Language will focus on the language features of the focus genre. For example:

- Information text: specific nouns, noun groups, relating verbs and adjectives, adverbial phrases and conjunctions, suffix, prefix and plurals and 3rd person.
- Procedural text: sequence, present tense, adverbs, technical language
- Narrative text: 1st & 3rd person, tense, figurative language (similes: metaphors)

SPELLING

Phonological, visual, morphemic and etymological strategies (The Four Spelling Knowledge) are used to develop an understanding of the structure of words. Students' spelling will focus on vocabulary related to the inquiry concept – Cause and Effect, relating to Science. Our reading and writing focus of information, procedural and narratives texts and poetry, will support our spelling program.

SPEAKING & LISTENING

Development of the students' speaking & listening skills continues to be on-going through classroom interaction, cooperative group work and discussions. Year 5/6 provides many opportunities to speak publicly in a range of forums and all students are encouraged to participate in presenting to a variety of audiences. The students will be presenting one formal oral presentation relating to their inquiry in term three. Oral presentation protocol and criteria will continue to be presented to students.

INQUIRY BASED LEARNING

Science is the inquiry focus and Cause and Effect is the concept. This is a student-centred learning approach. The students experience 'Inquiry Tasters' where they are introduced to chemistry, genetics, physics and geological science. Follow-up sessions based on the understanding '*Relationships and reactions can be explained in terms of cause and effect between components within the systems*' take place. Then using this information and experiences students decide the path of their inquiry.

Looking forward to a great Term 3!

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