

In Term 1 the Year 5/6 students will be encouraged to develop their independence, self-esteem, co-operative work skills and creativity. Establishing links with teachers and peers and positive attitudes towards learning will be nurtured. Many games and activities are actioned to allow the students to get to know each other and promote a close, cooperative class/area environment. We encourage a home-school partnership which contributes to high level of student achievement. Parent-Teacher-Student "Meet and Greet" sessions occurring in Term One enables important conversations and connections to form.

Term 1 also sees the students being exposed to a variety of experiences and leadership. Student Representative Council, Green Team and Wellbeing representatives are elected, meeting prep buddies, summer interschool sport and intra class sports/game. Senior Choir commences and Just Get Active begins. Whilst the Term One 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:

- Working with whole numbers in the millions and decimals to thousandths (expanding whole numbers and decimals: connecting decimal representation to the metric system).
- Prime Numbers, Composite Numbers, Square Numbers, Triangle Numbers.
- Addition, subtraction using decimals.
- Counting and renaming fractions.
- Time: Comparing and converting 12 hour and 24 hour time systems.
- Interpreting and using timetables.
- Describing routes using landmarks and directional language.
- Applying efficient mental strategies involving all four operations with whole numbers.
- NAPLAN preparation.

## ENGLISH

### READING

The focus for this term will be on identifying the purpose, structure and language features of narratives and persuasive texts. Poetry will be explored and students will be required to read and analyse poems in order to appreciate and understand the use of imagery. A further focus will be to develop awareness of language structure such as similes and metaphors. Throughout the term, students will be supported in preparing for upcoming NAPLAN testing.

### WRITING

Through narratives and persuasive texts and poetry, students will follow the model of planning, drafting, proofreading, editing and publishing to develop their writing skills. Conventions of Language will focus on nouns, verbs, adjectives, adverbs, pronouns, quotation marks and synonyms. Throughout the term, students will be supported in preparing for upcoming NAPLAN testing.

## SPELLING

Phonological, visual, morphemic and etymological strategies (The Four Spelling Knowledges) are used to develop an understanding of the structure of words. Students' spelling will focus on vocabulary related to the inquiry concept and our reading and writing focus on narrative and persuasive. Throughout the term, students will be supported in preparing for upcoming NAPLAN testing.

## SPEAKING & LISTENING

Development of the student's speaking & listening skills is 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: *This is Your Life* in Term 1. Oral presentation protocol and criteria will be introduced to students.

## INQUIRY BASED LEARNING

The students are involved in a Start-up Program at the beginning of the term. This is a platform for re-visiting the School Values, establishing classroom rules/protocols and reflecting on Thinking Tools and their appropriate use.

Humanities – Geography is the Inquiry focus. This is a student-centred learning approach. The students experience 'Inquiry Tasters' where they gather information on natural and human impacts on Earth. Using this information and experiences they then decide the path of their inquiry.

## INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Students in Year 5 and Year 6 will have a 50 minute session of ICT with **Miss Bonnie Lewis**.

**The 5 ICT areas of study are:**

- Applying social and ethical protocols and practices when using ICT.
- Investigating.
- Creating.
- Communicating.
- Managing and operating ICT.

**During the year, students will have the opportunity to:**

- Increase their typing ability through a range of programs and online games.
- Investigate and research using the internet with a focus on being able to use a search engine, using key words, to find websites related to the student's topic.
- Learn the importance of paraphrasing and referencing websites used in research tasks.
- Use the Microsoft Suite (Word, Power Point, Publisher, OneNote and Excel) for various word processing and mathematics activities.
- Create animations and digital stories/movies, using the program Kahootz and Photo Story.
- Learn specific Cyber Safety skills.
- Increase problem solving ability.
- Use cameras and video recording devices.
- Create video games.
- Participate in a blog and learn to create a blog for educational uses.

Year 5 & 6 students also have access to a bank of laptops and an Interactive Whiteboard in their classroom. Classroom teachers will plan and incorporate these technologies into all learning areas as they see fit.

## VISUAL ARTS PROGRAM

Our aim within the Art room is to provide an imaginative and creative program which engages students in stimulating and challenging art experiences, so that they learn to work with ideas, develop artistic skills and respond to art works. Students in Year 5 & 6 will have one specialist session per week in the Art Room with **Ms Meehan**.

- Children will work individually and collaboratively
- Children's artwork will be promoted imaginatively and positively within the art room and around the school
- Children will keep a visual art diary.
- Children should provide a clearly named art smock to protect their clothing.

### Students will:

- Create ideas.
- Investigate sources of information.
- Explore materials.
- Manipulate techniques and processes.
- Arrange art elements; colour, line, texture, space, value and form.
- Draft designs.
- Develop visual awareness.
- Use feedback and self-evaluation to refine work.
- Include the use of technology.
- Investigate art possibilities.
- Communicate personal responses.
- Identify key features.
- Describe features of their own and others' artwork.
- Make comparisons.
- Respond to visual stimuli.
- Discuss artists' intentions.
- Examine works from different times and places.

Forms undertaken will include Drawing, Painting, Printing, Collage, Modelling, and Textiles. Art works will incorporate 2D and 3D pieces.

## MUSIC PROGRAM

The Music program, at Year 5/6 level develops the skills learned in Music classes over the last five years, allowing students to apply them in practical settings. Instrumental and ensemble skills are emphasised, with the aim of preparing students for music experiences at the high school level and beyond. The renowned program **Musical Futures**, created in the UK around ten years ago, forms the basis of the curriculum at the Year 5/6 level. This program is accessible and flexible, allowing children of all abilities to participate in all activities covered in class.

In Music this term we will be reviewing skills that are used in the Musical Futures program, in activities such as Carousel and Four Corners. Students will have the opportunity to play electric guitar, bass guitar, keyboard and drumkit in these activities, and as a grade, will discuss possible songs that we can learn and perform as a class band. Recorder skills are revised and the song "Yankee Doodle" will be learned on recorder.

### Time Allocation

Each class has one Music specialist session per week with **Mr David Perry**, running for 50 minutes. Recorder is used in most lessons, and other activities include singing, playing and development of skills.

Other music-based activities available to children at the Year 5/6 level include Senior Choir, Descant Choir and Percussion Group/Ensemble. These ensembles rehearse at least once a week and participate in competitions and performances. Please speak to Mr Perry if you would like your child to be involved.

### How can you help your child?

- Please ensure your child has their own recorder that it is kept in their class tub (purchased in Year 3). An order for replacement recorders, if needed, can be placed with the office (\$9.00 each).
- Remind your child that classroom Music is for all children, not just those that are "good at music".
- Ensure that your child is able to attend and perform in this year's 3 to 6 Production, which will be held at a site outside the school. **More details to come, but this is an important part of the Music curriculum this year.**

## PHYSICAL EDUCATION & SPORTS PROGRAM

The emphasis of the Physical Education and Sports Program is the development of skills, co-ordination, co-operation, enjoyment and healthy positive attitudes to physical activity which will prepare students for future recreational pursuits.

This term in PE, we will be covering the areas of fitness testing, agility testing and endurance testing (Beep Test). Focus will also be on the fundamental motor skills of ball handling/ bounce/kick/strike/throw/catch and minor games. Our major games focus will be on the sports of Golf, Handball European and Baseball.

The program will be supported by:

- Sporting Clinics as offered lessons, eg Tennis lessons/Cricket Australia lessons/Rugby clinics/Footsteps
- Platooning (Teachers working in teams to teach)

### Time Allocation

Each class will have a Physical Education specialist session per week with **Mr Trent O'Sullivan**, running for 50 minutes. The basic outline of each session will involve a warm up, skill based activities, a team game or activity, and a cool down session.

Year 5/6 will be involved in Intra/Inter School Sport for up to 90 minutes each week. Year 5/6 students may have the opportunity to compete in Inter-School Sport in one stream, in both Summer and Winter. Students who do not play in Interschool teams are involved in Intensive Skill Development sessions.

We look forward to working with you this year to help your child reach their full potential!

Please feel free to contact us with any concerns.

Thanks

Ruth Reidy, Kerryn May, Kristy Morrison,  
James Monk and Tony Moore