

# Year 5/6 Term 1 Newsletter

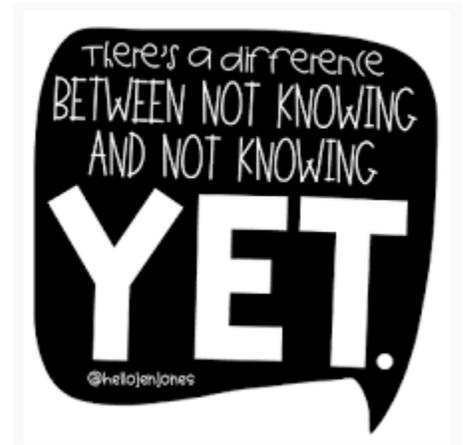
*This newsletter contains links to web-based that can help you assist your child with their learning. You will need to access this newsletter through COMPASS on a device if you wish to access these resources.*

Welcome to Year 2020! We hope you all had a wonderful break and are ready for the school year ahead. Our 5/6 team for 2020 is Lisa Haines 5/6A, Britt Trotter and Jaime Rohan 5/6B, Rachael Seedsman 5/6C and Ryan Murphy 5/6D.

The feeling around the school has been really positive in the first few days and we are looking forward to a year full of fun and learning. We strive to empower all of our students to develop a 'Growth Mindset'. We praise our students for putting in effort and persisting with their learning because when students believe they can get smarter, they understand that effort makes them stronger.

Each teacher has high expectations and will expect your child to do their best at all times. As a 5/6 cohort we:

- challenge and support one another
- promote creativity and imagination
- respect our peers, teachers and environment and
- reframe problems as opportunities



At the beginning of the year, each class co-developed their own contract as to how we should act and behave in our classrooms. On top of that, our students have signed agreements relating to their rights and responsibilities throughout our school and agreements relating to acceptable use of the ICT resources. They should be fully aware of what we will and won't accept and understand the consequences of poor behaviour. Your child's teacher will contact you if we think you should be informed of the consequences that are in play at school.

We value a home and school partnership and we encourage you to continue to communicate with us if you have any queries or concerns. You will see your child's teacher on the asphalt every afternoon, so please come and say hello. This would be an ideal time to arrange a follow-up meeting about your child if you think it is necessary.

## **Progress reports -**

In 2020 we will be launching 6 weekly Semester/Progress Reports as we aim to provide regular feedback to our students and families on the learning and teaching that happens here at Edithvale Primary.

Each Semester there will be 2 progress reports and an end of Semester report. The end of Semester reports will include details about students' achievements measured against the Victorian Curriculum.

The first progress report will be available to parents via COMPASS at the end of Week 7 - March 13.

The second progress report will be available to parents via COMPASS at the end of Week 4, Term 2 - May 8.

End of semester 1 report will be available end of week 10 Term 2 - June 19.

The information contained in each report will provide a quick snapshot of your child's progress in the areas that have been taught over a 6 week period. Each year level will have different foci and as such, the reports will contain some differences from year level to year level.

The following is an overview of our structures and programs that aims to help inform you of what we teach and how we teach. At the beginning of this term we will focus on:

### **English - Reading-**

We follow a Reading program called CAFE and Daily 5 at Edithvale. The CAFE portion of the program is where students are explicitly taught reading strategies that they can apply when completing independent reading tasks. This term teachers will model strategies such as; cause and effect, summarising and author's purpose and meet with students individually and in small groups to ensure they have understood how to apply the skill. The students will also complete independent activities as part of the Daily 5. The 5 components are Word Work, Work on Writing, Listen to Reading, Read to Someone and Read to Self. The students will be given tasks to complete in each of these areas and, again, will be checked by teachers through conferences and focus group sessions. Our reading texts will include poems, short films, newspaper articles and novels.

**Spelling-** Spelling is taught in a range of integrated ways and we encourage students to make connections with known words as well as understand the roots of words to help spell and understand them. For example, words with 'tri' are associated with the number three. We use a spelling scope and sequence to teach spelling rules, meet with small focus groups to work on specific areas of need and also study words within our CAFE texts to expand our students' vocabulary. We implement a number of strategies from programs such as Words Our Way, where we identify and show the different areas and rules the students have grasped or need more attention.

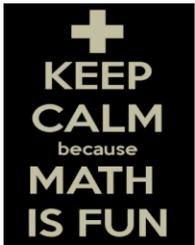
**Writing -** This term our Writing focus will be to refresh ourselves on the 'Seven Steps to Writing Success' as well as important grammar and punctuation rules around capital letters, apostrophes and connectives. Students will complete brainstorming and text creation activities in small groups and pairs initially and then will gradually build up the skills and stamina to construct written pieces individually. Our writing sessions will once again be tying in with the 'Writer's Notebook'. Creating this tool to become an important platform when writing to contain all their ideas, thoughts and draft work in progress pieces.

**Please click on the link below to find some resources which might help you work with your child to help with their English:**

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>

**Mathematics** - Our students will spend some time in different classes and with different teachers for Maths throughout the year, where we will be addressing specific skills that our students are yet to master. Depending on your child's point of need, they may be addressing skills such as

- Place Value (rounding to the nearest place, writing numbers in words, partitioning numbers)
- Units of Measurement (selecting the correct unit of measurement, converting between units, measuring using instruments)
- Fractions and Decimals (placing fractions on a number line, ordering fractions, converting between fractions and decimals)
- Chance and Probability (describing the chance of an outcome, conduct chance experiments, independent vs dependent outcomes)



Our students will also be spending some time each week in their own classrooms with their classroom teacher. Through this, students are gaining experiences through the various styles of teaching as well as receiving an abundance of opportunities for collaborative learning and multiple exposures to mathematical concepts and skills.

Students will be set tasks for home learning through Mangahigh <https://app.mangahigh.com> which is a great way to reinforce the work done at school through Maths games and related classroom questions. Additionally, for other ways to reinforce your child's learning at home you may also like to try <http://www.math-play.com/place-value-games.html> for some fun interactive tools for learning. Finally, a great resource for making Maths fun for students' at home is Maths Playground <https://www.mathplayground.com/>.

**Please click on the link below to find some resources which might help you work with your child to help with their Maths:**

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/maths-and-numeracy-at-home.aspx#link8>

**ICT** - We will be using a range of devices within our learning this term and integrating these devices throughout all learning areas. Our Project-Based Inquiry will focus on designing and creating Mini markets this term, so we will be learning how to use Microsoft Excel and different formulas to help us create a live, working spreadsheet that will calculate their sales and profit they make on the day. We will also be learning the basics of folder structures and getting our class Google Drive login so that we can keep our learning organised and secure throughout the year.

If you would like to learn more about how Google Drive works please click here:  
<https://www.youtube.com/watch?v=-HU9Z5qtQVk>

**Wellbeing** - Wellbeing and personal learning is integrated throughout our lessons, and every Monday afternoon we run a focused Wellbeing session. We explore concepts such as gratitude, empathy, mindfulness, emotional intelligence, positive coping and problem-solving behaviors. These lessons are based on the Resilience Project and the Resilience, Rights and Respectful Relationships curriculum.

During this lesson, we also outline the Character Strength of the week. The student who displays this Character Strength throughout the week will be recognised at assembly.

If you would like to learn more about the fantastic work of The Resilience Project please click here:

<https://theresilienceproject.com.au/> or the RRRR Curriculum can also be found here

<https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=RRRR&SearchScope=All>

## Project-Based Inquiry Learning -

*What is PBIL?*

Project Based Inquiry Learning is our Whole-School approach to exploring key ideas across the Victorian Curriculum in a different and engaging way. Each project is authentic and has a real world-context where students are collaborating, creating, researching and designing in order to answer their big question posed at the beginning of their unit. A key feature of this approach to learning is that it is driven by student voice and choice in the way that they design a product, how they work and how they use their time. How this looks differs as students' progress through the year levels (see Types of student inquiry image >>). Each unit of inquiry culminates in a public product where students are able to showcase their learning to those beyond the classroom.

*Why PBIL you might ask?*

"Project-based learning experiences give students opportunities that they would never have in school otherwise." (Juliani, 2018)

*What does PBIL look like in Year 5/6 this term?*

Our big question is - **How do Market Stall holders make a profit?**

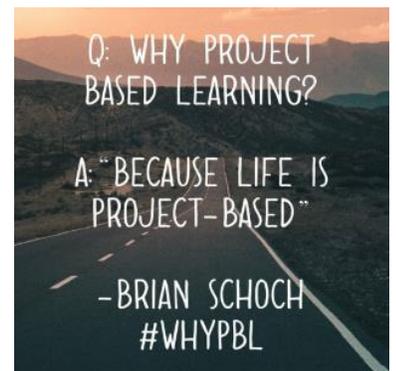
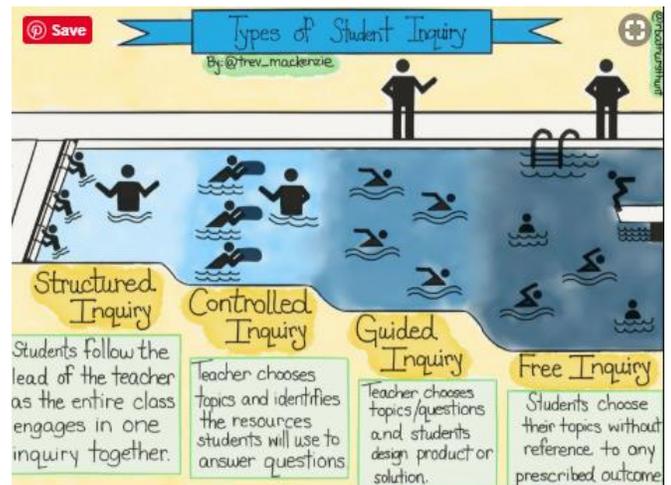
Other questions we will be investigating this term are:

- How can we record our transactions like a business would?
- How can we ensure our products are going to be in demand?
- How can we behave in a way that will enable our team to make the most profit?
- How can we select a charity to donate our profits to?

These questions are intentionally open-ended and we encourage you to discuss possible answers with your child.

The PBIL begins with the students travelling to a local market to first investigate how market stall holders operate and gain inspiration to what might sell well at our school. They will then form teams within their class to plan their market stall. They will need to produce their own business plan which will explain how they intend to make a profit from their market stall and will enable them to apply for a \$10 loan from someone (parent/friend/carer). They will work together to plan/build their products, research business ideas, make advertising, build a spreadsheet that records transactions and make a team roster for the day.

On the 26/3 the entire school and community will be asked to come visit the Learning Centre, where the 5/6's will have set up their EPS Market and be able to sell their products. The profits from the market will be donated to a charity that has been voted by the entire year level.



## Science-

This term our classes are some of the first to experience the new STEM learning space at our school. Classes will have a specialised one hour science session each week during Term 1. This term, the learning will focus on Physical Sciences and more specifically, Energy. During these sessions, students will explore how electronic circuits transfer energy.

Students will also be covering Physical Science in classrooms to nicely complement our school science program. Students in classroom science will be focusing their learning on Light and how materials can be transparent, opaque or translucent while also exploring the reflection of light using mirrors

## Home Learning -

There is the expectation that students are undertaking some form of home learning each night. This is a great way to establish routines that students will need as they progress through their schooling. Home learning should only reinforce what has been covered in class and help student's to build confidence in their learning. At home, students should be reading each night and are encouraged to log-on to MangaHigh and complete set tasks when it is appropriate to do so. There will be times throughout the term where, as part of our PBIL, some research and preparation will need to be done at home as well as any unfinished learning tasks from English or Maths Groups.

## Key Dates for Term 1

**\*Camp payment dates are the following; 14th Feb, 6th March and 27th March (payment for surfing is 14th Feb)**

Friday 14/2	Year 6 Interschool Sport
Monday 24/2	School Photos
Friday 21/2	Year 6 Interschool Sport
Friday 21/2	BOSCH excursion (Year 6's only)
Tuesday 25/2	PBIL - Market Excursion
Wednesday 26/2	Inflatable Multi Sports Program
Friday 28/2	Year 6 Interschool Sport
Friday 13/3	Curriculum Day
Friday 20/3	Year 6 Interschool Sport
Thursday 26/3	PBIL - EPS Mini Market

## Year 6 Interschool Sport

Each Year 6 student will represent our school at Interschool Sport this year. In terms 1 and 4, the sports which will be played are Volleyball, Cricket and Basketball. All of the dates on the fixture are subject to weather and will be cancelled on the morning in case of bad weather. We would love some parental help on the days of Interschool Sport, whether it be in a coaching capacity or just simply to support our students. Please chat with your child's teacher if you would like help.