

5/6 Weekly Outline- Week 3

Our Year 5/6 students have been continuing their great work on the tasks through Seesaw and we, as teachers, have been thoroughly impressed with their efforts. Some highlights this week have included the wonderful ANZAC reflections as well as a commitment to giving tasks a go. We continue to see fantastically creative ways to share responses to the tasks and the engagement to the assigned work has been tremendous.

Now that all of the students have had a week to familiarise themselves with Seesaw, we are starting to up the expectations on the standard of the learning tasks being submitted. With that, when students are submitting written responses to a task, we are looking at the correct use of boundary punctuation (Capital letters, full stops etc.) in their writing. As well as this, when a response to a task is submitted it must meet all of the success criteria listed in the task. When work is submitted and is missing some of these key components, we are leaving a comment for students on the task that highlights what needs to be done for the task to be successfully completed. The student's response is then sent back to them as a 'draft' so that they can continue to add further detail to the task. This is an important part of the learning through Seesaw and provides valuable feedback and reflection to students about their work, as well as providing the necessary steps they can take to improve on their learning. If you can also mention to your child to make sure that they are reading the success criteria on the assigned tasks clearly before submitting, that would be wonderful. We have been reminding them in our morning and afternoon messages but the more they hear it, the more they are going to be thinking critically about their work.

Another key change this week will see the daily tasks assigned on Seesaw from 8am in the morning. This gives families a chance to see tasks and get any necessary resources together before the learning begins. This by no means suggests that you need to start the daily work from 8am. Stick to the best schedule that works for you and your family and be sure to give each other a chance to re-energise and take breaks where you need to. Our teachers and support staff are here to help and the more we support each other, the stronger we will stay throughout.

This 'Weekly Outline' is for parents so you are informed of the learning tasks being set on SeeSaw. If students complete all the tasks for the day they can continue their learning with activities from Sunshine Online, Mangahigh, Writer's Notebook, free writing or their own reading.

Please see Week 3's outline below.

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Stream A-</u> Reading <ul style="list-style-type: none"> Inferencing Writing <ul style="list-style-type: none"> Narratives Spelling <ul style="list-style-type: none"> 'ar' as in car sound Wellbeing <ul style="list-style-type: none"> Personal Strengths 	<u>Stream B-</u> Maths <ul style="list-style-type: none"> Volume and Capacity Mangahigh Olympiad Practice Tasks (Mr Murphy's Maths Group) ICT <ul style="list-style-type: none"> Tinkercad challenge Art	<u>Stream A-</u> Reading <ul style="list-style-type: none"> Inferencing Writing <ul style="list-style-type: none"> Narratives Spelling <ul style="list-style-type: none"> 'ar' as in car sound P.E./Sport	<u>Stream B-</u> Maths <ul style="list-style-type: none"> Volume and Capacity Fluency Task ICT <ul style="list-style-type: none"> Scratch STEM Extension Task (Optional)	<u>Stream A-</u> Reading <ul style="list-style-type: none"> Inferencing Writing <ul style="list-style-type: none"> Games -Wellbeing/Challenge Task -PE Challenge -STEM Extension Task

French				(Optional)
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If you would like more detail about the learning tasks, they can be seen on your child's SeeSaw account.

Morning Messages-

Each morning at 8am your child will receive a message from your teacher welcoming them to the new school day. These messages will vary in length and may occasionally include check-in questions for your child to consider and respond to during the day. These messages will also include any important reminders or information for the school day so your child should be sure to listen to them.

Contacting your teacher-

Your child's classroom teacher is available every day to answer any questions you may have about the daily tasks. We will encourage our students to check-in with their teacher as regularly or as often as they need. Below you will find when your child's classroom teacher is available this week.

Britt Trotter (Monday-Wednesday)	Jaime Rohan	Kate Drummond (Thursday & Friday)	Lisa Haines	Rach Seedsman	Ryan Murphy
9am-11am, 2pm-3pm	9am-11am, 2pm-3pm	9am-11am, 2pm-3pm	9am-11am, 2pm-3pm	9am-11am, 2pm-3pm	9am-11am, 2pm-3pm

Submitting daily learning tasks-

Daily tasks and activities are to be **submitted by 8pm** on the day they were received. If for some reason this is not possible, your child should make contact with their classroom teacher.

Specialist classes -

Each week your child's specialist teachers will set learning tasks relating to Physical Education, Visual Arts and French. These tasks are due the day after they are set.

Physical Education	Art	French
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Year 5/6: Students will learn how to measure their heart rate and explore what happens to their heart rate during different sedentary, moderate and vigorous activities.

Learning Intention: I will examine the health-related and skill-related components of fitness

Success Criteria: I can manually measure my heart rate and understand how and why it changes during exercise.

Year 5/6: Create artwork for the brain art competition using the stimulus "Why I love my brain".

Learning Intention: I am learning to use my imagination and the stimulus "why I love my brain" to make an artwork.

I am using my knowledge of the art elements to enhance my artwork.

Success Criteria: I can create an imaginative picture that shows why I love my brain.

I can justify my choices of how I have used the elements of art in my finished work.

Year 5/6: Dix de plus et de moins - Ten more and less - French Poetry Competition – Languagenut

Learning Intention: I can say and write about French numbers, French Poetry - I can practice the poem

Success Criteria: I can fluently say the French numbers

French Poetry - I can memorize (4 sentences)

Extension work on Languagenut: Part 2

<https://www.languagenut.com/en-au/>

Topic: Hobbies, then click Music, then click Types of music...