

Year 5/6 Term 1 Newsletter

Welcome to Year 2021! We hope you all had a wonderful break and are ready for the school year ahead. Our 5/6 team is Lisa Haines 5/6A, Britt Trotter and Mell Davis 5/6B, Lachlan Howes 5/6C and Ryan Murphy 5/6D.

In 2021 we will be launching termly 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. We will also be sending home 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 term 1.

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

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 discussed class expectations 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.

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

WELLBEING-

The wellbeing of our students is really important as we seek to have happy, healthy and active kids at EPS. This year throughout the school we will have a dedicated Wellbeing time each afternoon with teachers using a variety of resources to support the mental, physical, social and emotional wellbeing of our students. Teachers will employ a

range of strategies including circle time and restorative practice discussions in addition to our key programs which include:

- The Resilience Project focusing on gratitude, empathy, mindfulness (G.E.M) and ways to practice these in everyday life with emotional literacy included to promote positive mental health
- Resilience, Rights and Respectful Relationships to develop social, emotional and positive relationship skills
- The Zones of Regulation guiding students in becoming more aware of and independent in controlling their impulses, sensory needs and improving their conflict resolution skills

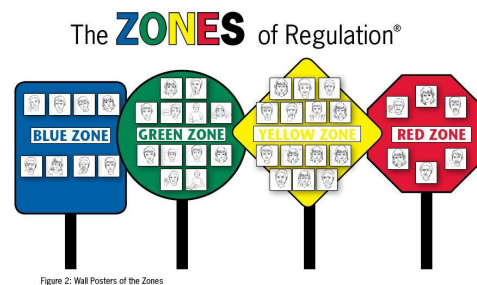
A student's wellbeing affects every aspect of their time at school and as such teachers will be responsive to the needs and issues affecting their individual classes when deciding on which wellbeing activities to employ each day.

Some useful links and further information are listed below;

<https://theresilienceproject.com.au/>

<https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>



ENGLISH (READING)-

We continue to follow our reading program CAFE and Daily 5 in year 5 & 6. The CAFE portion of the program is where students are explicitly taught reading strategies that they can apply when completing independent reading tasks. The CAFÉ strategies that we'll be focusing on this Term are **Accuracy, Extended Vocabulary and Comprehension**. The students will be encouraged to use Phonemic Awareness strategies to decode unfamiliar words in texts. They will be assigned reading material specific to their developing skills, and complete tasks in guided reading groups. Students will explore a variety of text types which will include both fiction and non-fiction and we will use Naplan reading passages to assist with comprehension strategies. This term teachers will model strategies focussing on language features of multiple text types. Our reading texts will include poems, non-fiction texts and various novels.

ENGLISH (WRITING)-

This term our Writing focus will be centred on Poetry. Students will explore various forms of poetry and language devices and apply these to their writing. Our students will be challenged to expand their vocabulary and practice their speaking and listening skills through presenting a poem to class. Our writing sessions will also utilise the 'Writer's Notebook', creating a place to contain all their ideas, thoughts and draft work in progress. Students will be introduced to a variety of writing genres covering Poetry, Narratives, Exposition, Biography and Explanations. We will be embracing and practicing the 7 Steps to Writing Success: 1. Plan for Success; 2. Sizzling Starts; 3. Tightening Tension; 4. Dynamic Dialogue; 5. Show, Don't Tell; 6. Ban the Boring Bits; 7. Exciting Endings.

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 the SMART spelling program as a basis for teaching spelling rules and also study words within our texts to expand our students' vocabularies.

Phonics and Phonemic Awareness is a major focus with Literacy at Edithvale. A new initiative that will commence this year is a daily practice of Phonics. Students in each classroom across the school, will spend the first 20 minutes of each day practicing sounds of the Alphabet code through the use of Orton and Gillingham sound cards. Additionally, students will be learning Phonemic Awareness strategies to assist with decoding skills. As part of our Daily 5 mini lessons, weekly sessions will focus on identifying long/short vowels, digraphs, blends, and basic morphology of words.

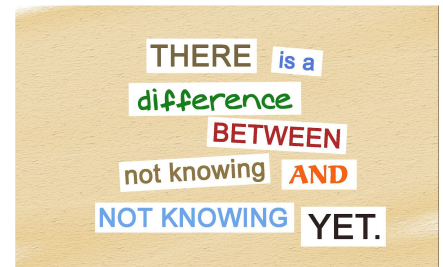
For further information about Reading and Writing at home click the link:

<https://www.education.vic.gov.au/parents/learning/Pages/literacy-years-3-to-6.aspx>

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

MATHEMATICS-

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. This term in class, the topics to be covered include Location and Transformation, Area and Perimeter, Volume and Capacity as well as Number and Place Value.



All teachers at Edithvale Primary follow the 'Booker' Sequence for teaching Maths. This developmental sequence is used for teaching all place value/number skills and four processes: addition, subtraction, multiplication and division.

Essential Assessment is an online platform that can be used by students to assist them to continue to develop from their current understanding in relation to the Maths curriculum. Later this term, students will receive a login for '**My Numeracy**' and '**Sunset Maths**' along with instructions on how to access the platform. Sunset Maths will be replacing the previously used Mangahigh program.

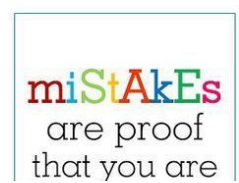
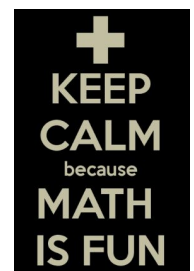
Below are some maths links that might assist in home learning inspirations;

- Nrich- <https://nrich.maths.org/primary>
- Youcubed- <https://www.youcubed.org/>
- Resolve- <https://resolve.edu.au/>

For additional 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/>.

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 Citizenship this term, so we will be learning researching skills and collecting and displaying data using ICT to aid us in our Project. We will also be learning the basics of folder structures and keeping ourselves/work organised appropriately. A specialist class in



Robotics will also form part of our ICT learning this term. These sessions will be for 50 minutes each week and the students will enjoy learning about and creating projects with different technologies.

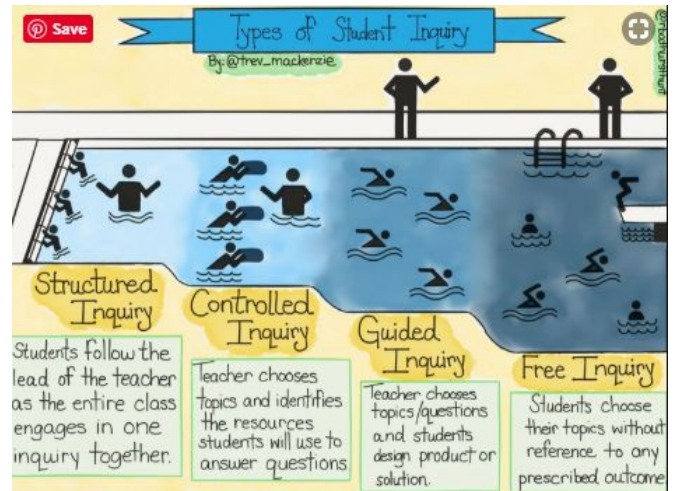
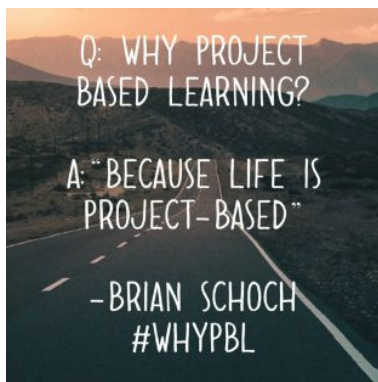
PROJECT-BASED INQUIRY LEARNING-

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 you become a good citizen?**

Other questions we will be investigating this term are:

- What qualities do good citizens possess?
- What happens if you aren't a good citizen?
- Can anybody be a 'citizen'?
- How do good citizens impact the communities they belong to?
- Why should I volunteer?

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

To help out with our research, we are seeking assistance from anyone who might have had experience volunteering within a community. Our plan is to have as many volunteers as possible throughout the Learning Centre so our students can learn about the wide range of opportunities that exist for volunteering and ask questions about the experience of volunteers. If you would like to be involved in this Q and A session, please contact your child's teacher/s.

Our students will need to show how they have been 'good' citizens this term through volunteering. If they are unable to volunteer in the community or at a sports club they will be asked to interview a volunteer. The public product will be designed by our students to answer our Big Question. They will have a range of options in presenting their learning and will start to design their responses in Week 6.

SCIENCE-

This year classes across the whole school will enjoy a 50 minute specialised Science lesson each week. These sessions will take place in the newly constructed science room and be an exciting addition to the learning done at our school. The 4 key domains of science; Physical, Chemical, Biological and Earth and Space will be covered throughout the year and provide students with classroom learning that assists them in understanding their world around them. This term students will enjoy a unit of work on Physical Sciences where they will develop understanding through a variety of hands on experiences and collaborative opportunities. The key learning for students this term will be around different forces and the ways in which energy can be produced.

ROBOTICS-

Year 5/6 students are lucky enough to get straight back into robotics for Semester 1. We will further their knowledge of block coding and manoeuvring of the 'Sphero Bolt' using a range of different speeds, lengths and angles. Students will focus these skills towards our big questions of "How can we turn our sphero into a golf ball?"

ART-

The Visual Arts program aims to provide for and nurture student learning through a variety of sequential activities that develop fine motor skills, and link to learning in the classroom where possible. In year 5 and 6 students explore a variety of art media whilst building on their understanding of the art elements of colour, line, texture, pattern, form, value and composition. They plan, select, arrange and make choices related to developing their artwork. Students are encouraged to respond and reflect on their own artwork and the artwork of others.

PE-

Students will participate in weekly 50 minute Physical Education lessons where the development of fundamental motor skills and movement patterns have been combined into a games-sense approach. This term students will focus on the different strategies and game tactics involved in striking and fielding games such as kickball, tee-ball, cricket, rounders and other modified games.

FRENCH-

The French program will provide opportunities to develop their understanding of the French language and cultural awareness. French is used increasingly for classroom interactions, routines and exchanges, for demonstrating understanding and for communicating simple information. Students increase their range of French vocabulary, pronunciation, grammar and textual knowledge. The students will develop research skills through the use of dictionaries/Google translate and work independently on defined projects using Language online & Languagenut (Assessment online).

HOME LEARNING AND SEESAW--

As a school, we will continue using Seesaw in 2021. Your child will receive a new login/ QR code shortly to give them access to their new learning space for their current class. This space will be used to create a portfolio of the students reflections throughout the year and for home learning activities. Extra support or extension activities will also be sent for those students who we think would benefit from it. We look forward to using this space as a great way to share your child's successes throughout the year and give you, the parent, some extra insight on how we teach certain skills, so you can best assist your child if needed.

At home, students should be reading each night and are encouraged to log-on to My Numeracy to 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 work from English or Maths Groups.

KEY DATES TERM 1-

5 th February	Swimming Trials
17 th February	District Swimming
12 th February to 12 th March (Friday mornings)	Interschool Sport (Year 6 only)
19 th March	Lightning Premiership (Year 6 only)
	PBI Public Presentation

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.