

# Year 5 Term 1 Newsletter

Welcome to Year 2022! We hope you all had a wonderful break and are ready for the school year ahead. Our Grade 5 team is Bec Laver 5A and Lachie Howes 5B..

In 2022 there will be 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 that 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 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 Grade 5 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>



Figure 2: Wall Posters of the Zones

### Literacy Instructional Model:

This includes the 50 minute Phonemic Awareness session, Reading Comprehension and Writing.

Review 10 minutes	<p>Revisit of letter/sounds learnt in previous lessons using Orton Gillingham Drill Cards.</p> <p>Morphology: <b>e/es- makes plural, 'i/ng' is a suffix showing present tense</b></p> <p>Dictation: Check in of sounds being studied/revised</p>
Phonics or Morphology 30 minutes	<p>Phonics-Explicit spelling/sound lesson- this will include using Dandelion Decodable readers to explore sounds, as well as practising decoding strategies when reading these stories</p> <p>SMART Spelling word lists to practise decoding strategies.</p> <p>Students will continue to learn Morphology Awareness as they investigate which prefix/root/suffix is found in words, and will be introduced to a 'Lexicon' morphology dictionary. The Lexicon will showcase morphemes (smallest unit of sound in a word) and meaning e.g.</p> <p><b>Prefix 're' means to repeat or do again</b></p> <p><b>Root word 'vid' means to see</b></p> <p><b>Suffix 'ing' present tense- added to verbs</b></p>
Reading Fluency 10 minutes	<p>Students will practise pace and expression in reading. Fluency tasks will include word lists, sentences, paragraphs and or short stories. Fluency lists/passages are practised throughout the week and students have the opportunity to share reading with each other.</p>

**Reading Comprehension:** Students will be learning strategies to assist with knowledge and skills for reading. Strategies will include word level reading skills, fluency, oral and written language, background knowledge and

vocabulary. Students will be learning how to actively and closely read for meaning and make connections during reading, use effective strategies (e.g., summarizing, questioning). They will practise how to rescue themselves (re-reading, reading ahead a little, asking for help). Students will think about what they take away from the text immediately and afterward, and what they can do with that information (e.g., writing, discussion, analysis, application to other texts)

**Writing:** Students will be reviewing sentence structure, sentence types, and using this knowledge to write compound and complex sentences, and paragraphs to show the extension of their ideas. Writing genre will include Narratives, Recounts and Persuasive writing. Writing will also include handwriting practise, punctuation and dictation.

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-**

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 the four processes: addition, subtraction, multiplication and division.

The following Place Value/number topics will be covered this term:

- Addition and subtraction

The Measurement and Geometry units that we are covering this term include:

- Time, Time tables
- Length, Area, Perimeter and Volume

### ***Essential Assessment - Sunset Maths***

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.

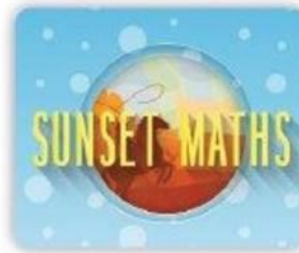
## My Numeracy™ & My Literacy®

Students are able to complete their My Numeracy™ and My Literacy® activities which have been set up based upon the concepts that have been misunderstood in their pre-assessment and they are available for use within each sub-strand. The message board will assist the student to determine which activities need to be completed by which date.



## Sunset Maths

Sunset Maths is an application aimed at developing the student's mental maths skills. This is available through the games icon and sets up based upon the student's pre-assessment results. The student will work through curriculum aligned content to develop their knowledge in each operator in alignment with their learning.



Maths links could also include tasks to promote problem solving and open-ended tasks:

- Nrich
- Youcubed
- Resolve

This year Britt Trotter will be running a maths extension program for some of our Grade 5 students. This work will be aimed at challenging them with the application of their skills. Students will be chosen based on their current knowledge of mathematics. As part of this extension program, students will participate in the Maths Olympiad program once a week.

### **DIGITAL TECHNOLOGIES -**

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. Students will also be undertaking typing practice each week, this is aimed at preparing them for NAPLAN which will be online this year.

### **SEESAW -**

Seesaw is back!

Let's not be scared and get all nervous about the prospect of more remote learning. Seesaw is a fantastic tool that was created long before Covid-19 hit the world. Seesaw helps build a great communication chain between parents, students and teachers about the students' learning. It provided the students with a safe place to share their achievements, how they are feeling about their learning, for consolidating areas of need and to show what they are doing in the classroom. We will be using this platform to post student work, reflections, videos etc. each week.

## 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 Grade 5 this term?

Our big question is - **How do you become a good citizen?**

Other questions we will be investigating this term are:

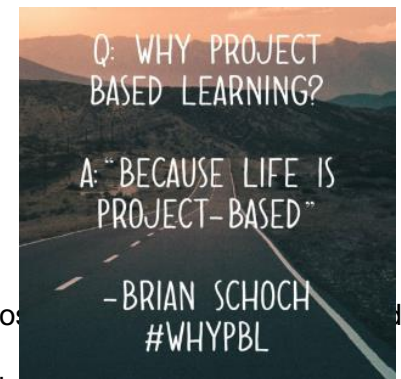
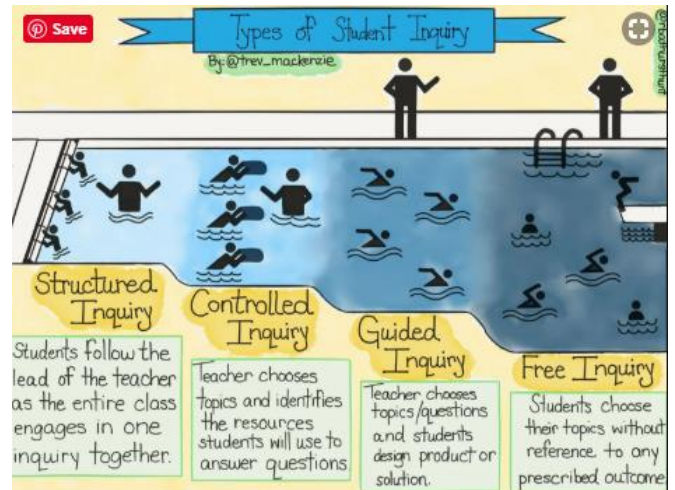
- What qualities do good citizens possess?
- What happens if you aren't a good citizen?
- Can anybody be a 'citizen'?
- How do good citizens impact the communities they belong to?
- Why should I volunteer?

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 STEM 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. 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.

### **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).

