

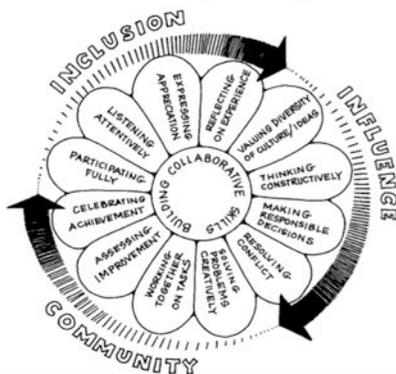
Year 5 and 6 Term 1 Curriculum Newsletter



Welcome back to our very excited Year 5 and 6 students. We have had a very settled beginning term 1 and the students should be proud of the efforts they are putting into their work and their personal development.

We have spent time during our 'Start Up' program focusing on our P.O.P.S Tribe Agreements and Values. **At P.O.P.S we believe that a positive learning community at POPS is:**

Tribes Learning Community



- inclusive
- influential
- and collaborative

All students, staff and parents strive to uphold and reflect the five Poppy Tribes Agreements:

- Strive for your personal best
- Demonstrate mutual respect for yourself and others
- Attentively listen
- Actively participate and you have the right to pass
- Express appreciation and do not put down others

Our Year 6 students have been very keen to demonstrate their leadership skills and have been active members of their leadership teams. All teams have begun their responsibilities with enthusiasm. On 27th March they will develop these skill further by attending the Young Leaders Conference at the Melbourne Convention Centre. For more information go to <http://www.halogen.org.au/index.php>

The Year 5 students have also begun 2017 showing strong leadership skill by caring for and supporting their new Foundation buddies. They have been committed to eating snack and lunch with their buddies and making sure they know where to play outside and that they have a friend to play with.

Senior Sport is up and running with Friday afternoon sessions being run here at P.O.P.S. The students are taking the opportunity to use this time as practise for the Inter School Sport Round Robin on 17th March. If you are able to help out on any Friday afternoon or on the Round Robin day please let Mr Quah know.

Year 5 and 6 students eager for the new year



For your
Calendar

3rd Mar
Family Picnic

14th Mar
Curriculum Day

17th Mar
Interschool Sport

24th Mar
Fun Run

27th Mar
Yr 6 Young Leaders
Conference

31st Mar
End Term 2

Literacy

In Year 5 and 6 students participate in daily Reading Workshops, where they will be given the opportunity to read both fiction and non fiction books. They participate in focused teaching lessons, personal choice reading and individual conferences with their peers and teacher. Students will be encouraged to bring a range of reading material to reading sessions and choose "Just Right" books based on their learning requirements.

During reading sessions students will set and achieve learning goals based on the **CAFÉ reading strategies (C=Comprehension A=Accuracy F=Fluency E=Expand Vocabulary).**

Term 1 CAFÉ Strategies: summarising, cross checking for understanding, visualising, predicting and identifying character traits.

In Year 5 and 6 students participate in daily Writing Workshops, where students are given an opportunity to write a variety of genres and develop an appreciation of the writing process. They participate in focused teaching lessons, personal choice writing and individual conferences with their peers and teacher.

During writing session teachers will set up daily writing routines and expectations. Teachers will model choosing topics and text types such as; recount, narrative, Poetry and persuasive writing. As part of our Writing Workshop students will be completing a range of activities to **expand vocabulary**. This will help to develop their writing pieces as well as broadening comprehension when reading.

Numeracy

Understanding refers to students building a robust knowledge of adaptable and transferable mathematical concepts and structures.

Fluency describes students developing skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily.

Problem solving is the ability of students to make choices, interpret, formulate, model and investigate problem situations, select and use technological functions and communicate solutions effectively.

Reasoning refers to students developing an increasingly sophisticated capacity for logical, statistical and probabilistic thinking and actions, such as conjecturing, hypothesising, analysing, proving, evaluating, explaining, inferring, justifying, refuting, abstracting and generalizing.

Term 1 Focuses: place value, estimation and rounding, addition, subtraction, multiplication of large numbers, division with remainders, problem solving, shape and data representations and interpretations.

Year 6 Leaders

School Captains

Ella H
Acelin A

School Vice Captains

Madison A
James D

Gibb Captains

Morgan S
Will S

Grant Captains

Jasmine M
Matt P

Petty Captains

Tess P
Josh T

Sharp Captains

Natika J
Brady T

Canteen Team

Bill D (Captain)
Charlie L
Lily C
Ashley W
Gina D
Emily D

Library/Technology Team

Gabe B (Captain)
Declan D
Nicholas C
Amira E
Peri B

Office Team

Brad O (Captain)
Harry P
Samuel F
Oscar P
Ben W
Amy H

Environment Team

Harrison B (Captain)
Ryan D
Alex K
Ashlea P



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Geography

In Years 5–6, students become more critical, analytical and evaluative in their thinking. They become increasingly aware of the wider community and are learning to take on individual and group responsibilities.

This semester students will be introduced to the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected. They will examine how human action influences the environmental characteristics of places and how these characteristics influence the human characteristics of places.

They will also examine how human decisions and actions influence the way spaces within places are organised and managed.

Specific new geographical skills in Years 5–6 include interpreting spatial distributions, comparing places, making and interpreting graphs, constructing large- and small-scale maps, and using spatial technologies and information and communication technologies.

Science

Every day we use energy to make changes to our surroundings. We heat rooms, freeze food and communicate using light, sound and electricity. Power stations and local solutions such as batteries provide us with electrical energy that machines transform into the useful energies that we require. However, we cannot create energy; we can only transform energy already present in our environment. So where does this electrical energy come from? There are many different ways that we use the Earth's resources to generate the energies we desire. It provides opportunities for students to explore how energy is used to make changes in their world, including energy from the Sun, water and wind.

Digital Technologies

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

Uniform Expectations

Please ensure your child is coming to school dressed in the correct uniform. They should:

- be wearing school uniform and **hair ties** that are the school colours of green, gold and white
- **have a school hat**, which is to be worn whilst they are outside in from Sept 1st – May 1st.
- **wear appropriate footwear** that supports their feet during daily activities
- **not wear jewellery** such as necklaces, or dangling earrings as they are unsafe.
- Please ensure that **your child takes pride** in wearing their school uniform and how they present themselves, as it is a reflection on our school.
- Year 6 students are to **wear their badges** at all times

Working with Children Check

All staff, volunteers, contractors, and any other member of the school community involved in child related work individually, are required to register a current Working with Children Check at the office.

All Visitors **MUST** sign in at the office.



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Physical Education

Year 5 and 6 students had the opportunity to participate in a cricket clinic ran by Cricket Australia at the beginning of term. The cricket clinic focused on the skills of batting and bowling, and had students rotating through a range of different activities. Following on from that Year 5 and 6 students will be undertaking a Striking and Fielding unit consisting of Cricket and Softball. The focus will be on striking; hitting a moving ball with force, and game sense. Towards the end of term we will commence our Fitness unit and training for Cross Country. In the first week of term students completed the Beep Test, which is used to measure their base level of fitness. Students will explore the health benefits of fitness, assess their own fitness abilities, and create and participate in a fitness circuit.

Performing Arts

This term, Year 5 and 6 students are being introduced to tools and skills that will assist them throughout the rest of the year in performing arts. For the music element, students are looking at several different ways to compose music, including improvisation and the use of graphic scores. We will be starting to learn some chords on the ukulele so that next term we can start to form bands, as everyone will be able to play at least one instrument! For the drama element, students will be working on character development and will write and perform their own short plays at the end of term. We have a fun year ahead! - **David Gill**

Art

Students will attend a weekly art lesson in the art room. The aim is to provide stimulating learning experiences that promote self-expression, provide for creativity and imagination in addition to the development of particular skills. This term, the students will be making a 'sea creature' mosaic. They will be constructing the sea creature with cardboard tiles and using glass tiles, pebbles, glass beads and shells to create the background. We will then be creating a poster for the Warrandyte Festival where the students will decide what combination of materials/mediums to use. - **Michelle Bethell**

Mandarin

Welcome to the year of the rooster! In Term One the Year 5/6 students will reinforce and extend what they have already learned. The language focus will be special greetings used during Chinese New Year time, vocabulary of food, drinks, colours, classroom objects, etc. The students will learn to introduce their school, class, teachers and classmates in simple sentences and write them in characters. Within the cultural context, students will further learn about the Chinese New Year (Spring Festival). They will explore this festival through listening to the stories about the New Year, watching videos about why people celebrate the New Year and how it is celebrated in China and in Melbourne, and role playing the celebrating activities, etc. Students will have fun and continue enjoying learning Mandarin through participating in a variety of class activities. - **Li Mei Bian**

Essential Information

➤ **Diaries** should record the student's work throughout the week. The diary can be used as a method of communication between home and school and be signed by an adult weekly. Teachers will check student diaries on Monday unless students make them aware of communications from parents.

➤ **Homework** is handed out fortnightly on a **Monday** and expected to be turned in on Edmodo **by the specified due date**. Parents are able to sign up on Edmodo and keep track of student homework and key information. The Year 5 and 6 **homework expectations are outlined** in the front of every student's homework book. We would appreciate your assistance in helping your child to organise their time so tasks are completed on time and spread over the week instead of cramming all tasks the night before.

➤ One of the most exciting aspects of Year 5 and 6 is the **camp program**. This year we will be participating in a 5-day Phillip Island Adventure Camp. An information night will be organised to inform you of the itinerary and all necessary requirements. **The date for the camp is the 11th to 15th September.**

➤ On the **9th-11th May Year 5** students will be involved in the **National Assessment Program** testing. We will provide students opportunities to prepare for these tests towards the end of Term 1 and beginning of Term 2.



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	5P	5/6D	6Q
Art (Michelle Bethell)	Thursday	Tuesday	Thursday
Performing Arts (David Gill)	Tuesday	Thursday	Thursday
Physical Education (Sarah Marshall)	Thursday	Thursday	Wednesday
Mandarin (Li Mei Bian)	Friday	Year 5 Thursday Year 6 Friday	Friday
Italian (Signora Fernando)	Friday	Friday	Friday
Science	Wednesday	Wednesday	Wednesday

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