

23/03/17

# 5/6 CURRICULUM NEWSLETTER

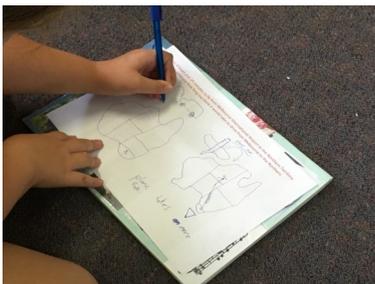


## Important Dates

DATE	EVENT
Friday 31st March	End of Term 1—Dismissal 2.10pm
Tuesday 18th April	Term 2 begins—8.50am
Monday 24th April	Curriculum Day—Student Free Day
Tuesday 25th April	Anzac Day—Public Holiday

### Reading

We began the year by revisiting the first 20 days of reading. Students learned what 'good readers do' and the expectations for our reading sessions. Throughout the rest of the term the previewing and predicting and making connection strategies were the reading focus. Students have learned to contradict or confirm predictions by using the text and prior knowledge. They explored the differences between a prediction and an inference. The students have also analysed and evaluated different texts to make connections according to themes and plots, structure and language features. Their reading skills were supported by the expectation of justifying their reading responses to further development their higher order thinking and connections to themselves and their real life experiences.



### Writing

In writing this term the students have learned how to structure and write a historical narrative. The students explored the structure, grammatical features and language of historical narratives by being exposed to historical event stories and short videos. They identified era-specific vocabulary and used graphic organisers to plan a writing piece that included a historical setting, characters, complication and resolution. The students revised the writing process and continued practising these skills to generate ideas and finally publish their writing.

### Mathematics

This term's mathematics program aimed to support and scaffold the students' understanding of problem-solving by using the 4-step process. They used strategies such as drawing a diagram and acting it out, and CUBE to understand, plan, do and check a variety of one and two step real world problems. Students learnt to work cooperatively and use accountable talk to challenge each other mathematically. They worked on improving their efficiency and prior knowledge to become multiplicative thinkers rather than using repeated addition. For example, I know  $3 \times 8$  is 24 so  $3 \times 80$  is 240, it is 10 times bigger. The students practised articulating their thinking and explaining their preferred strategies.



### Inquiry

This term's inquiry focus was "Learning to Learn" and "Play it Safe". The students learned about being ready to learn and the strategies to use when they feel themselves becoming 'escalated'. Vocabulary such as present, centred and grounded, safety plans, brain breaks, de-escalation maps, character strengths and growth mindset were widely used to support their learning. During "Play it Safe" the students learned about physical, emotional and social safety. They investigated how they can keep themselves safe in different situations and prepare themselves to confidently and respectfully refuse invitations for alcohol and cigarettes. The student's assessment piece is a skit/comic strip/script to demonstrate how they could respond to an unsafe situation and then explain and identify the behaviours, decisions and contributions that could make the situation safe/unsafe.

Ms Mills, Miss Dearing, Miss Moore, Miss Fraser, Ms Stamoulis, Mr Misiano, Mrs Thunell and Ms Bytheway would like to wish Year 5/6 students and their families a safe and enjoyable school holidays. See you in Term 2!

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## ART

The 5/6's have used their inspiration this term to create a range of art works. They have explored proportion to create self-portraits that allowed them to recognize the importance of the placement of features with their art. They have explored secondary and tertiary colours through colour mixing and the creation of artist colour wheel inspired pieces. The 5/6's took this knowledge of colour theory to recognize complimentary colours whilst learning about Henri Matisse. The students then experimented with colour value through Monochromatic colour and created their own stained glass window piece of art. They have had the opportunity to use a range of materials including pencil, paint, watercolour, crayon and pastel to create these pieces. Well done 5/6's on the creation of some wonderful art pieces.



## Science

What a great first term 5/6's have had! Grade 5/6 students have been learning about the yeast and mould micro-organisms. Students have been conducting investigations and discovering how these organisms grow and what conditions are best for their survival. They have observed the yeast and mould organisms extensively and analysed their characteristics. Students have been using science inquiry skills, such as questioning and predicting to learn more about micro-organisms. Students have also worked their way through creating a game in Scratch 2.0, preparing themselves for more complex coding throughout this year which will be linked to future Science sessions.



## Physical Education

### ***This term in 5/6 Physical Education!***

Our 5/6 cohort have been amazing when it comes to sportsmanship! Before every lesson, we would refer to Skeletor (our x-ray in the MPR) to understand which bones, muscles and joints we have been using. We started off with being the best tennis players out there – really focusing on our body position when rallying the ball. Afterwards, we took the courts to the field and focused on inclusion in a bigger team setting. Students worked together to have everyone involved in the soccer unit. We focused on short passes, communication and being able to be a team. There is no 'I' in Team! READY TEAM?! TERM 2!!