Dear Parents

In Years 5/6 we aim:

- For each student to be happy, confident and eager to learn.
- For each student to recognise his / her learning styles.
- For each student to be an independent thinker.
- For each student to be responsible for his / her own learning.
- To provide a wide range of interest areas.
- To value and cater for individual differences.
- To encourage each student to:
  - Voice opinions.
  - Value themselves and others.
  - Not fear mistakes but view them as an opportunity to learn.
  - Be responsible and self reliant.
  - Be a good citizen.

The following information provides an overview of the curriculum and organisation for grade 5/6 students for 2013:

**STAFF**

Mrs Ruth Reidy  S1  Ms Julianne Haldon  S4
Mrs Kerryn May  S2  Mrs Mia Clark  S5
Mr Ashley Mai  S3  Mr Tony Moore  S6

**CURRICULUM**

**MATHEMATICS**

The Mathematics program in Grade 5/6 seeks to build on the concepts and skills covered in previous years. Mathematics is divided into three areas: Number and Algebra; Statistics and Probability; and Measurement and Geometry.

**Number and Algebra:** the students will study number patterns and algebra, fractions, whole numbers to millions and decimals to thousandths. They will identify square numbers, prime and composite numbers and be able to identify factors. The relationship between percentages, decimals and fractions will be explored. Knowledge of money and simple finance plans will be developed. The students will see how the different strands of Mathematics are connected. Problem solving techniques will be explored during mathematical investigations to solve a range of ‘real life’ and contrived problems. The students explore how our number system is constructed. They will study the pattern, order and classification of numbers given specific criteria. Equality and rules for sequences are looked at as an important lead into concepts for Algebra in secondary school.

**Measurement and Geometry:** the students will use metric units to estimate and measure length, perimeter, area, surface area, mass, volume, capacity time, temperature and angles. The students will sort and classify shapes. They will explore how shapes are constructed including their orientation and size, angles and surfaces. They will use the ideas of size, scale and direction to describe relative location and objects in maps. They will use compass directions, coordinates, scale and distance as well as conventional symbols to describe routes between places shown on maps.

**Statistics and Probability:** They will describe and calculate the probability of events using fractions between 0-1 and they will simulate chance events. The students will collect, collate and analyse a range of data and present this data in a variety of ways including the use of computer software. They will calculate and interpret the mean, median and mode of numerical data.
ENGLISH

Reading and Viewing
Language and literacy skills will be developed. The students will study a range of factual and fictional texts and media. They will work individually and in small groups following the Early Years Model, consolidating reading strategies such as predicting, understanding of literal and inferred information, analysing, linking and evaluating ideas, skimming and scanning for key words and content. They will learn how structure of different genres assists in understanding the text. It is an expectation that students will read for approximately fifteen minutes on a daily basis at home.

Writing
Writing sessions will continue to develop the students’ ability to write for different purposes using a variety of writing styles. These include fictional texts such as narratives, poems, comics, scripts, dialogues and factual texts such as recounts, information reports, procedural texts, persuasive texts. The students will continue to consolidate their skills of planning, drafting, recording, editing and publishing. Sentence structure, spelling, grammar and punctuation will be integral components of the writing program.

Spelling
Spelling will focus on using the phonic, visual, morphemic and etymological strategies to develop an understanding of the structure of words. Students spelling will focus on vocabulary related to their Inquiry and reading and writing focus.

Speaking and Listening
Students will be developing their listening and speaking skills through classroom interaction, cooperative group work, discussions, public speaking and oral presentations. Modelling techniques and language choices will be used to promote confidence.

Handwriting and Presentation
The students are expected to develop and use a legible and neat personal writing style and present their work in a neat, attractive and organised manner.

INQUIRY BASED LEARNING
Inquiry Based Learning is a student-centred learning approach in which the student is actively involved in the learning process. Through a developed concept, the students identify information needs, then form worthwhile investigations, selecting appropriate information sources to gather relevant information. They evaluate and sort the information in which they present and act on.

HOMEWORK
The DEECD recommends that students in Years 5/6 are expected to spend up to 45 minutes per day on homework tasks. These tasks will reflect the classroom program as well as catering for each student’s individual needs. Homework tasks will be written by students in their diary with the expectation of completion by a set date.

Tasks will/may include:
- Reading for 15 minutes each day. The Home Reading Log is to be filled in by students and signed by a parent/guardian each night
- Practising the multiplication tables and related number facts each day eg 3X4= 12 12÷4=3, 4x3=12 12÷3=4
- Classroom related tasks eg researching, preparing/rehearsing oral presentations, revision
- Individual Learning Plan tasks

We recommend that your child becomes a member of the local library and that regular opportunities are provided for your child to use this valuable resource.
We would appreciate your support by encouraging your child to be responsible for his/her own learning through the development of positive homework habits and managing his/her time efficiently.
RESTORATIVE PRACTICES AT WNPS
Restorative Practices is ......

- A whole school behaviour management approach, designed to enhance student engagement and productivity.
- About relationships between people who make up a community
- Practised by all staff and students
- Maintains a consistent language and strategies and follows well defined values as listed below.

Activities in the classrooms provide students with opportunities to model and discuss situations that may arise in a forum that allows all to be heard and acknowledged.

Restorative Practices provides a caring, stimulating and dynamic learning environment which engages students, and supports and encourages them to achieve their personal best, in all endeavours.

Through restorative Practices we aim to foster the School values ...

- Excellence
- Integrity
- Respect
- Responsibility
- Understanding

SPECIALIST TIMETABLE

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<th>ICT</th>
<th>Music</th>
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<tr>
<td>Mrs Ruth Reidy S1</td>
<td>Art</td>
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<td>Mrs Kerryn May S2</td>
<td>Art</td>
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<td>Mr Ashley Mai S3</td>
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<td>Ms Julianne Haldon S4</td>
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<td>Art</td>
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<td>Mr Tony Moore S6</td>
<td>Art</td>
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LIBRARY
The Year 5/6 students have a 50 minute Library lesson each week with their classroom teacher. This year the library program will concentrate on literature as well as library and research skills. The program builds on the Level 3 program and includes:

- Extending the knowledge and use of standard reference materials.
- Developing research skills in the areas of locating resources and in using the resources once found.

By the end of Year 6 the students should have a thorough understanding of the organisation of a primary school library. They should know:

- What they are looking for;
- Which resources are appropriate;
- How to go about finding the resources they need;
- How to use the resources once they have been located.

The students will be given opportunities to work through research assignments, to evaluate resources and assess their skill in locating and using information.

Students can borrow books for a period of two weeks. Books should be returned regularly on, or before, the day of the library session. The library is also open every lunchtime.

ICT
Your child will be dealing with six main areas in the course of this year: graphics, word processing, retrieving information from digital sources, multimedia, databases as well as specific skill development activities such as problem solving.

The networking of the Lab with the classrooms means that students will have access to their files from any computer in the school so they can now complete work begun in the Lab back in their own classrooms.

GRADUATION
Year six student will have a Graduation night at Ashton Manor receptions at Diamond Creek. The Graduation date will be Tuesday, 17 December 2013. Details will be given to the year six students at the appropriate time.

COMMUNICATION
Diaries are an integral part in the development of organisational skills in the preparation for secondary school. Students will use their diaries to record homework tasks requirements, dates of sporting events, excursions and special events. Diaries are expected to be at school each day for the recording of daily messages and then taken home each night.

ABSENCES
An absence note/explanation must be provided via phone message, direct contact or written note. Not written in the diary.

CAMP
Year 5/6 Camp was held in February at Camp Rumbug, Foster North.

Ruth Reidy, Kerryn May, Ashley Mai,
Julianne Haldon, Mia Clark & Tony Moore