Dear Parents

Year 5/6 students are nurtured and encouraged to be happy, confident and eager to learn. The School Values are promoted across the area and this fosters consistent and appropriate behaviour and a productive learning environment. Individual differences are valued and catered for, and each student is encouraged to be responsible for their learning. Through the Thinking Curriculum, students are exposed to a set of thinking skills assisted in recognising their personal learning preference and independent thinking is promoted.

In Years 5/6 we aim:
- 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 themself 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 2014:

**STAFF**

<table>
<thead>
<tr>
<th>Mrs Ruth Reidy</th>
<th>S1</th>
<th>Ms Julianne Haldon</th>
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**CURRICULUM**

**MATHEMATICS**

The Mathematics program in Year 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. 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
Students 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 keywords and content. They will learn how structure of different genres assists in understanding the text. It is an expectation that students will read for at least 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. Students will evaluate and sort the information and present and act upon their findings.
NAPLAN
Students in Year Five are required to undertake NAPLAN testing in May this year. The tests will be held on the following days:
- Tuesday 13 May Language Conventions and Writing
- Wednesday 14 May Reading
- Thursday 15 May Numeracy

Students will be well-prepared for NAPLAN at school with a range of activities in Reading, Writing and Numeracy to facilitate their understanding of the test format. This will sit alongside our regular curriculum.

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.

PHYSICAL EDUCATION & SPORTS PROGRAM
The emphasis of the Physical Education and Sports Program is the development of skills, co-ordination, cooperation, enjoyment and healthy positive attitudes to physical activity which will prepare students for future recreational pursuits.

This term Physical Education will be covering the areas of fitness testing, agility testing and endurance testing. (Beep test). Focus will also be on the fundamental motor skills of ball handling/bounce/kick/strike/throw/catch and minor games. Our major games focus will be on the sports of Cricket and Hockey.

The program will be supported by:
- Sporting Clinics as offered, eg Tennis lessons/Cricket Australia/lessons/Rugby clinics.
- Footsteps dance program.
- Platooning (Teachers working in teams to teach).

Time Allocation
Each class will have a Physical Education specialist session per week, running for 50 minutes with Mr Trent O'Sullivan. The basic outline of each session will involve a warm up, skill based activities, a team game or activity, and a cool down session.

Year 5/6 will be involved in Intra/Inter School Sport for up to 90 minutes each week. Year 5/6 students may have the opportunity to compete in Inter-School Sport in one stream, in both Summer and Winter. Students who do not play in Interschool teams are involved in Intensive Skill Development sessions.

All students at WNPS will be given the opportunity to play in at least one Interschool Sports Team by the completion of Year 6 – see Sport Policy available on the website:
Sports for Summer are:
- Cricket Boys/Mixed
- Rounders Girls
- Basketball Girls
- Basketball Boys
- Bat Tennis Girls
- Bat Tennis Boys

Sports for Winter are:
- Football Boys/Mixed
- Soccer Boys/Mixed
- Netball A & B A/Girls | B/Mixed
- Softball Girls

Students in Years 5-6, will have the opportunity to represent the school in Swimming (Term 1), Cross Country (Term 2) and Athletics (Term 3). Also during the year, some 5-6 students will be involved in the Basketball Victoria Hooptime program, Rugby Gala Day, and other programs, if available during 2014.

How can you help your child?
- Show your child you believe physical activity and sport to be important for one’s physical and social well-being by playing a game in the backyard with your child or going to the park to throw, kick and catch a ball, etc.
- Encourage your children to be active rather than passive during spare time.
- Ensure your child presents himself/herself for PE and Sport properly attired, especially footwear.

MUSIC PROGRAM
The Music program, at Year 5/6 level develops the skills learned in Music classes over the last five years, allowing students to apply them in practical settings. Instrumental and ensemble skills are emphasised, with the aim of preparing students for music experiences at the high school level and beyond. The renowned program Musical Futures, created in the UK around ten years ago, forms the basis of the curriculum at the Year 5/6 level. This program is accessible and flexible, allowing children of all abilities to participate in all activities covered in class.

In Music this term we will be reviewing skills that are used in the Musical Futures program, in activities such as Carousel and Four Corners. Students will have the opportunity to play electric guitar, bass guitar, keyboard and drumkit in these activities, and as a grade will discuss possible songs that we can learn and perform as a class band. Recorder skills are revised and the song “Addams Family” will be learned on recorder.

Time Allocation
Each class has one Music specialist session per week with Mr David Perry, running for 50 minutes. Recorder is used in most lessons, and other activities include singing, playing and development of skills.

Other music-based activities available to children at the Year 5/6 level include Senior Choir, Descant Choir and Percussion Group. These ensembles rehearse at least once a week and participate in competitions and performances. Please speak to Mr Perry if you would like your child to be involved.

How can you help your child?
- Please ensure your child has their own recorder that it is kept in their class tub. Recorders are available at the school for $8 each.
- Remind your child that classroom Music is for all children, not just those that are “good at music”.
- Ensure that your child is able to attend and perform in this year’s production, which will be Alice in Wonderland (Term 3). More details to come, but this is an important part of the Music curriculum this year.

VISUAL ARTS PROGRAM
Our aim within the Art room is to provide an imaginative and creative program which engages students in stimulating and challenging art experiences, so that they learn to work with ideas, develop artistic skills and respond to art works. Students in Year 5 & 6 will have a double session of Art with Ms Clare Meehan, for half of each term alternating with Information & Communications Technology.

- Children will work individually and collaboratively
- Children’s artwork will be promoted imaginatively and positively within the art room and around the school
- Children will keep a visual art diary.
- Children should provide a clearly named art smock to protect their clothing.
Students will:
- Create ideas.
- Investigate sources of information.
- Explore materials.
- Manipulate techniques and processes.
- Arrange art elements; line, shape, colour, pattern, texture.
- Draft designs.
- Develop visual awareness.
- Use feedback and self-evaluation to refine work.
- Include the use of technology.
- Investigate art possibilities.
- Communicate personal responses.
- Identify key features.
- Describe features of their own and others’ artwork.
- Make comparisons.
- Respond to visual stimuli.
- Discuss artists’ intentions.
- Examine works from different times and places.

Forms undertaken will include Drawing, Painting, Printing, Collage, Modelling, and Textiles. Art works will incorporate 2D and 3D pieces.

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Students in Year 5 & 6 will have a double session of ICT with Miss Rachel Mercuri, for half of each term alternating with Visual Arts.

The 5 ICT areas of study are:
- Applying social and ethical protocols and practices when using ICT.
- Investigating.
- Creating.
- Communicating.
- Managing and operating ICT.

During the year, students will have the opportunity to:
- Increase their typing ability through a range of programs and online games.
- Investigate and research using the internet with a focus on being able to use a search engine, using key words, to find websites related to the student’s topic.
- Learn the importance of paraphrasing and referencing websites used in research tasks.
- Use the Microsoft Suite (Word, Power Point, Publisher and Excel) for various word processing and mathematics activities.
- Create animations and digital stories/movies, using the program Kahootz and Photo Story.
- Learn specific cyber safety skills and participate in a Cyber Safety Presentation/Incursion.
- Increase problem solving ability.
- Use cameras and video recording devices.
- Create video games.
- Participate in a blog and learn to create a blog for educational uses.

Year 5 & 6 students also have access to laptops and an Interactive Whiteboard in their classroom. Classroom teachers will plan and incorporate these technologies into all learning areas where appropriate.

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 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

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.

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 previous year’s 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 lunch time. Year 5/6 nominated days are Wednesday and Thursday.

GRADUATION
Year 6 students will have a Graduation night at Ashton Manor receptions at Diamond Creek. The Graduation date will be Tuesday, 16 December 2014. Details will be given to the Year 6 students at the appropriate time.

ABSENCE
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 will be held at Phillip Island Adventure Resort, Phillip Island on Wednesday 7 May, Thursday 8 May and Friday 9 May. An Information Session will be provided for parents outlining organisational aspects of the camp.
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Ruth Reidy, Kerryn May, Scott Eastwood, Julianne Haldon, Mia Clark & Tony Moore