Years 5/6
Information Book 2015

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General Class Expectations

At Syndal South Primary School we aim to provide our students with the opportunity to develop the knowledge, skills, attitudes and values necessary to succeed in a constantly changing society. Our school values of respect, care, integrity, resilience and curiosity are an integral part of the way we treat each other in Year 5/6.

Students are encouraged to do their best, to value their individuality and that of others.
Make Your Move is the 2015 Year 5/6 motto. It was democratically voted on by all students and its aim is to promote a positive, proactive and responsible attitude.

As a whole each class will focus on the development of self-discipline and a sense of responsibility. Students will be encouraged to develop organisational skills applicable to both the classroom and the world beyond school. Students need to be responsible for remembering their equipment and materials for school such as diaries, homework, library books and projects. Students are also encouraged to be responsible for notices and newsletters.

Overall students are encouraged to be independent, self-disciplined thinking people responsible for their own actions and prepared to face the consequences of these.

Student Wellbeing

At Syndal South we implement the Restorative Practices approach when dealing with student misbehaviour. This is achieved in the following ways:

- Common language used across the school by all staff.
- Common approach to resolving issues.
- Circle time – each class makes time to sit in circles to discuss issues. There are rules for this process and all students are heard and their contributions are valued. It is an effective way for the group to solve problems and identify new and more effective ways to build and maintain relationships within the classroom.
- On yard duty teachers have scripts with focussed questions to deal with issues as they arise in the yard.
- More serious conflicts are dealt with by teachers using 'Student Reflection Sheets' and using mediated Student Conferences to restore relationships.

Curriculum Overview

AusVELS is the curriculum and standards policy for all Victorian Schools. AusVELS is based on a triple-helix structure of three interconnected areas of learning called strands*.*

The three strands are as follows:

Physical, Personal and Social Learning - Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.

Discipline-based Learning - Students learn the knowledge, skills and behaviours in the arts, English, humanities, mathematics, science and other languages.

Interdisciplinary Learning - Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.
For more information refer to http://ausvels.vcaa.vic.edu.au.

English

Language: knowing about the English language

In the *Language* strand, students develop their knowledge of the English language and how it works. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They learn to reflect on their own speaking and writing and discuss these productively with others.

Literature: understanding, appreciating, responding to, analysing and creating literature

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia's immigrant cultures and texts of the students' choice.

Literacy: expanding the repertoire of English usage

The *Literacy* strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Students learn

to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

Writer's Notebook

As part of our writing program this year each student will be involved in Writing Workshops where they will create a variety of writing pieces across a range of genres and text types.

To facilitate writing each student will use a **Writer's Notebook**. This book will be used to record ideas that will help to shape their writing pieces. These could be personal thoughts, ideas, plans, memories, images, questions, answers, stories or anything else they can think of.

A Writer's Notebook encourages students to experiment, try different things, "play" with writing, without worrying about things like form, grammar, spelling etc. It also helps them to shape their writing into different topics and genres.

A Writer's Notebook gives students a place to live like a writer. You may think this notebook sounds like a journal but don't confuse the two. This is very important to remember. A journal is just for recording events, the things that happen to you day by day. That's only one of many, many different things you can do with a Writer's Notebook.

The Writer's Notebook will be an essential part of our writing program this year and something that the students really get excited about and look forward to completing. Once students have completed Writer's Notebook entries they will then decide on a writing topic and text type which they write about. This could then culminate in, after the writing process, a finished piece that they would like to publish.

Mathematics

The understanding of basic mathematical concepts related to real life activities is a focus of the program. It includes the three dimensions of:

1. Number and Algebra -
Number and Algebra are developed together, as each enriches the study of the other Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They
recognise patterns and understand the concepts of variable and function. They build

on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities.
They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

2. Measurement and Geometry -
Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They mak e meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

3. Statistics and probability –
Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgment and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Use is made of a variety of teaching strategies, a focus on the learning needs of each student and a balance of teacher directed and student centred teaching strategies. We use a combination of whole class, small group and individual instructional strategies to provide explicit teaching for specific student needs.

Opportunities to explore mathematics in task centre activities, investigations, games, quizzes, communications and information technologies/software is encouraged.

Inquiry

The questions to be explored this year are:

Term 1: ***How can I make the most of my brainpower?***

In this inquiry the students will be investigating the developing brain and associated body systems in a bid to maximize their learning potential. As a whole class we will be reviewing key aspects of the various learning styles. Some key concepts will be explored as a whole class and others will be explored in response to students' questions and interests. This inquiry should involve the children gathering

information from a wide range of sources including internet, books, experts and data gathering. This inquiry may lead towards students creating/designing the ideal classroom and homework environment.
Areas students may choose to explore include:

- Responses to stimuli
- Models of the brain
- Review brain food/brain gym
- Memory
- Graphic organisers

Term 2**: *How has the past made us who we are?***

In this inquiry, students will investigate several significant events in Australia's history and will consider how they have impacted on Australia as it is today. Some key events (such as the 1850's gold rushes) will be explored as a whole class while other events and issues will be explored in response to students' questions and interests. Strategies such as 'jigsaw' grouping can be used to help students investigate and share knowledge about Australian history. Students will be asked to compare the history and culture of Australia and Asia. This inquiry should involve children in gathering information from a wide range of sources including visual images, first hand accounts, oral and electronic records, fictional and non fiction representations of early Australia. This inquiry may lead towards students sharing their understanding with others through the creation of a Year 5/6 expo.

Term 3: ***What is it made of and why?***

In this inquiry the students will be investigating the characteristics of chemical and physical change to various substances. As a whole class we will be reviewing materials and their properties. This inquiry should involve the children gathering information from a wide range of sources including internet, books, experts (such as solar car engineers) and data gathering via conducting experiments. This inquiry may lead towards students completing the design and construction and testing of a product of their own choosing. Students will reflect on their designs and modify their product after evaluation of the product.

Term 4: ***As a Global Citizen how can I make a difference?***

During this Inquiry unit the children will investigate –

Challenges children face around the world, particularly in Asia.
How to learn and to take responsibility for their actions.
To respect and value diversity.
To see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

These Inquiry Units are developed around the school's throughlines, key concepts, understandings, essential questions and skills. Excursions and incursions are planned around these units.

Thinking Skills

The Thinking Curriculum is embedded across all domains. In Level 4, the teaching of thinking involves explicit instructions in a range of strategies that unlock the analytical, critical and creative thinking abilities of students. The Thinker's Keys are a set of twenty different activities designed to motivate and engage students in a wide range of thinking tasks. De Bono's Six Thinking Hats are ultilised to encourage children to provide different perspectives on problems and situations. Students are encouraged to use Graphic Organisers to plan, structure and interpret their research. Gardener's Multiple Intelligences are accommodated in the classroom through open-ended activities, a choice in the ways that individual students work and provision for students to work individually or cooperatively in a group.

In Year5/6 the Teaching about Thinking is encouraged through engaging students in reviewing and reflecting upon their learning. The students set academic, personal and social goals regularly monitor their progress. They complete self and peer assessments and homework rubrics. The students use a Learning Journal to keep a record of their journey as learners.

Solar Car and Boat Program

Syndal South Primary School has been involved in the Victorian Model Solar Vehicle Challenge since 1998. The challenge is to design, build and race a model solar boat and car, which children have made out of recycled materials. It requires that each team member makes a commitment to work as part of a team. Over the few terms the teams plan, design, build a prototype, test and make a model solar powered vehicle. They are judged on the process to get to the challenge, poster (explaining the process), team costume and finally the boat or car performance.

Information Communication Technology

A wide variety of programs will be used and skills will be taught and developed. Programs will be chosen to supplement and enrich learning areas. Students will become more proficient in the use of ICT for the purpose of sharing knowledge and acquiring information.

Students will also use a wide range of ICT tools, including iPads and laptops, to support their thinking processes and to create information products for a variety of purposes. Examples include the use of Inspiration and Google SketchUp. Students should also become more proficient in the use of internet research tools.
This year the Year 5/6 students will have a set of iPads and laptops dedicated to their learning. We will investigate the implementation on a one on one technology program.

Specialist Programs

Music – Glenys Ferguson

Music Education develops in the student knowledge of self and appreciation of this creative art form.
Some of the goals that the music program seeks to develop are:

- To develop skills and techniques as a musician
- Singing, playing, creating, moving, listening to a variety of music
- To experience and use musical instruments: piano, keyboard, percussion instruments, xylophones, recorders, drum stick rhythms.
- To be disciplined to practise and polish pieces for performance
- To listen, form opinions, discuss and analyse music
- To appreciate music from other cultures, times, and contexts, eg special extra music unit.
- Experience a live performance by professional musicians

Year 5/6 students further develop their musicianship through a variety of activities: Spectacular Choir, 5/6 choir, recorder ensemble and the 'user pays' programs. General class lessons will strengthen students' interpretation of simple rhythmic elements, the knowledge and presentation of songs (from the ABC Sing book for 2015). Activities enable students to work individually, in small groups or whole class.

Visual Arts – Merrilyn Mann

Students at Year 5/6 have a one hour lesson in the Art Room with Mrs Merrilyn Mann each week. During the year they have the opportunity to work both independently and collaboratively to experiment and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present art works. They discuss traditional and contemporary arts works and have the opportunity to explore techniques employed by artists.
Whenever possible the Visual Art Program works to integrate lessons with the classroom curriculum.
Please be aware that many of the paints and dyes used in art lessons are difficult to remove from school clothes therefore it is essential that all students have a protective shirt or art smock to wear to all art lessons.

Health and Physical Education – Charlie Kenez

Syndal South physical education and sport programs provide our children with an exciting and positive curriculum experience. Children have a natural inclination towards physical activity. They are motivated to move and explore, and enjoy active participation and social interaction in play. Our program offers all children the opportunity to develop their skills in an enjoyable and non-threatening environment.

At Year 5/6 the program is skill based with an emphasis on major games in preparation for interschool sporting activities

- One hour weekly Physical Education lesson
- Ninety minutes of school sport or inter-school sport each week – including district athletics, cross country, summer sports, winter sports, indoor sports, lightning premierships, round robins and bike ed. challenge
- Lunch time training
- After School Sport
- Intensive swimming program
- High achieving Aerobics Program
- Daily morning sessions of Brain Gym and the Joggers' Track

L.O.T.E - Japanese – Eriko Miyagi

Students learn Japanese during a one hour lesson, which is taken by Mrs Eriko Miyagi every week. Students have the opportunity to listen, speak, read and write in Japanese through experienced-based activities. Students continue to learn the ACTLAN (Action Language) using Japanese mime through the topic "Let's Go To Japan". Students knowledge of Japan is extended, allowing them to learn about family and school life, traditional customs in daily life, different gestures and table manners.
In Term 1 and 2, students are exploring the Japanese history in the samurai era. They will learn about who had unified Japan, who is shogun and the roles of samurai and ninjya, and their spitits.
Students will also be given the opportunity to achieve awards by completing the hiragana (Japanese character letters) reading assessments. Students are encouraged to practice hiragana reading at home for the assessment.
In Term3 and 4 there will be extra transition lessons for those Grade 6 students who would like to achieve the AusVels Level 4 standard.

Since 2006, Syndal South Primary School has had a sister school in Japan. Each year we host a group of Japanese students from Mino Jiyu Gakuen in Osaka and we send a Japan Study Tour group every two years. These exchange visits give our students a lot of opportunities to communicate with Japanese students.

Homework

Homework is a set of weekly tasks, the content of which varies from week to week. It **may** consist of:

- Spelling: personal list of misspelt words, high frequency words and Inquiry vocabulary.
- Maths: activites are based on concepts already presented at school. The www.mathletics.com.au program is used to assign online tasks and it is also highly recommended for its use in improving speed and accuracy of number facts.
- Inquiry related activities.

- Reading: students are encouraged to read a variety of books at home during the week. When possible it is always beneficial if you can encourage conversations about what is read. Areas for discussion can include: the plot, characters, the setting, the language used and genre. To assist with reading skills, they can use www.eggspress.com.au.
  We ask for your support and cooperation in **signing diaries** once a week to show that one and a half hours of reading has been achieved.

The day when homework is due will sometimes vary in order to prepare students for Secondary School. Due dates will be recorded in school diaries.

Camps

The school's camping program provides students with rich learning experiences and new challenges outside the school setting, that can best develop self esteem, resilience, perseverance, independence, co-operation and initiative.
Our camps alternate between Camberra and Camp Weekaway.

Leadership Program

Year 6 students will be involved in a leadership program on a regular basis, where they investigate the roles and responsibilities of being the school leaders. This year the students have agreed to follow these principles when undertaking their role: be enthusiastic, inspire others, show initiative, be dedicated and take risks. These were developed by the Year 6 students.

Buddies Program

Year 5 students will be involved in regular sessions with a Prep buddy for the year. The intention is to develop responsibility and leadership skills, thereby enhancing the transition process for the children.

National Assessment Program Literacy and Numeracy (NAPLAN)

The Year 5 students will be involved in NAPLAN testing on Tuesday 12th May, Wednesday 13th May, and Thursday 14th May 2015. It is important that your child participates in the series of assessments as the results are used both at a school level as data collection and as part of the students' individual assessment by class teachers.