



Years 5/6 Information Book 2017

Clare Searle

searle.clare.m@edumail.vic.gov.au

Michelle Dodson

dodson.michelle.d@edumail.vic.gov.au

Aaron Tait

tait.aaron.a@edumail.vic.gov.au

Maria Giannone-Perri

giannone-perri.maria.a@edumail.vic.gov.au

Lisa Burns

burns.lisa.j@edumail.vic.gov.au

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.

'Bee' Your Best is the 2017 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.

Bring Your Own iPad (BYO iPad) Programme

We have a BYO iPad program to increase the access to devices in Year 5/6. This means that learning outcomes will be achieved and improved by enhancing communication and engagement among the students.

The evidence shows that children engage and communicate more effectively in technology based learning programmes.

A BYO iPad program also provides students with -

- necessary tools to learn in a technology rich society.
- new avenues to present their work
- personalised learning in the classroom
- collaborative learning in the classroom
- ability to communicate with students and teachers
- ability to work safely online

The BYO iPad programme will also prepare the students to be engaged learners, creative thinkers, problem solvers, connected global citizens, independent and self directed learners and social collaborators.

Curriculum Overview

The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F–10 incorporates and reflects much of the Australian Curriculum F–10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

If you would like more information, here is the link:

<http://victoriancurriculum.vcaa.vic.edu.au/>

English

In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

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.

MacqLit Reading Program

This year we are trialling the MacqLit Reading Program for some students in Level 4. This program has been developed by MultiLit, a research-based initiative of Macquarie University. MultiLit has been producing reading programs for over 20 years. MacqLit was commercially released in 2016.

The MacqLit program provides reading instruction for older students and consists of carefully sequenced lessons, offering explicit literacy instruction, for 1 hour a day, 4-5 times a week.

Trained teachers /teacher assistants work with small groups of up to four students using the carefully structured MacqLit materials which include phonemic awareness, phonics, fluency, vocabulary and comprehension.

As well as completing the one-hour MacqLit lessons, students read one-to-one with a tutor for 15-20 minutes at a time, four times a week.

Parents can also help their child by listening to them read several times a week at home.

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 make 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.

Capabilities

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. A key distinction between the Australian Curriculum F–10 and the Victorian Curriculum F–10 is the provision of content descriptions and achievement standards in the four capabilities.

The four capabilities in the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Critical and Creative Thinking

In Levels 5 and 6, the curriculum focuses on developing the knowledge, skills and understanding to test the strength of thinking. Students develop their capacity to deliberately manage their thinking. Students explore common errors that can occur in thinking.

Ethical Capability

In Levels 5 and 6, the curriculum focuses on developing the knowledge, skills and understandings to evaluate the significance of ethical matters. Students explore the basis of a range of ethical principles and reflect on means and ends. Students consider decision-making approaches based on thinking about the consequences and duties. Students develop an understanding that a range of factors play a role in ethical decision-making

Intercultural Capability

In Levels 5 and 6, the curriculum focus is on developing the knowledge, skills and understandings to enable students to learn about diverse cultural practices and beliefs and how they compare with their own. This includes religious beliefs, traditional celebrations, family relationships, gender roles, daily routines, leisure activities and language.

The curriculum provides the opportunity for students to explore aspects of their life that are culturally determined. Students further develop their awareness of cultural diversity and reflect on intercultural experiences and how this influences their own personal attitudes and beliefs.

Personal and Social Capability

In Levels 5 and 6, the curriculum focuses on exploring the expression of emotions and how the expression of emotions can impact on relationships with others.

Students consider the characteristics of respectful relationships and the behaviours that demonstrate sensitivity to diversity. The curriculum provides opportunities for students to experience various team roles including leadership, and to reflect on their performance in group tasks. They identify the reasons for and the impact of conflict and suggest strategies to reduce or resolve conflict.

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 utilised 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

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

Students at Year 5/6 have a one hour lesson in the Art Room with 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

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

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 spittits.

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:

Maths: activities 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 9th May, Wednesday 10th May, and Thursday 11th May 2017. 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.