

5 & 6 TERM 1 TELEGRAM

Welcome to Year 5/6! We're gearing up for a busy, yet incredibly exciting year ahead, filled with amazing events like interschool sports, the GRIP Leadership Conference, Family Life Lessons (Interrelate), a brand new camp, Graduation, and Big Day Outs.

Our Year 5/6 students will have plenty of chances to strengthen their leadership skills through daily interactions with the wider school community, and especially through the Prep-Year 6 Buddy Program. This year the 5/6 team is made up of; Declan McMahon (5/6A and Team Leader), Sarah Smith (5/6B and Team Leader), Mark Galletti (5/6C), Kate O'Keeffe (5/6D), Chris McGarvey (5/6E), Amanda Spinks-Cooper and Jo McCafferty (5/6F).

We're all excited for the year ahead and can't wait to be part of this unforgettable journey with you! Let's make it a fantastic year together.

WHATS ON THIS TERM?

WRITING

This term students will be using their knowledge of how to write a persuasive piece. Students will work on using the correct writing structure and strong evidence to support their point of view as well as using high modality words and persuasive techniques. Students will also be exposed to writing Narratives with a focus on using correct sentence structure, precise words and author's craft, including figurative language, e.g., similes, personification, hyperboles, metaphors and onomatopoeia.

Following the Writer's Workshop model, students will use their Writer's Notebooks: a tool to record their thoughts, ideas and wonderings, and to experiment with different text types. Throughout the year, students will get an opportunity to collect 'seeds' to inspire their writing.

SPELLING

Students in Grades 5/6 will develop increasing accuracy and confidence in reading and spelling longer (polysyllabic) words, by identifying all the sounds in words and breaking them into manageable parts. They will use sound-letter knowledge, common spelling patterns, word parts (such as prefixes and suffixes), and word-building strategies to read and spell unfamiliar words accurately and confidently. Through explicit, systematic instruction and cumulative practice, students will build automaticity, spelling accuracy, and reading fluency, enabling them to confidently tackle increasingly complex texts.

READING



This term, students will focus on Close Reading, a careful, analytical approach to studying a text that highlights key details to gain a deeper and more precise understanding of its structure, craftsmanship, and meanings.

Students will then work on identifying the main idea of a text by pinpointing its most important points and purpose, along with the supporting details.

They will also explore character motivations through dialogue and actions and analyze different character perspectives. Additionally, students will examine how noun and adjective groups/phrases help create a more detailed description of people, places, things, or ideas.



WHATS ON THIS TERM?

NUMERACY

This term in Numeracy, students will build confidence with numbers by learning to read, write and order large whole numbers (up to seven digits) as well as decimal numbers to three decimal places. They will also explore how numbers work, using reasoning to show how multiples can be created by grouping and regrouping numbers in different ways.

As the term continues, students will work with data. They will use digital tools to check and organise information, read and interpret line graphs, and ask questions to help them understand patterns and trends in the data.

Students will also focus on measurement, particularly length. They will measure and compare distances (such as jumps or throws), choose the correct operations when converting between units (millimetres, centimetres, metres and kilometres), and recognise equivalent measurements – for example, understanding that 1.25 metres is the same as 125 centimetres.

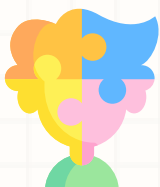


INQUIRY & SWPBS

In Inquiry, students will explore their identity and the characteristics that make them who they are. They will consider the influence that the media, role models, and pressure from others has on their identity.

Students will learn about the changes associated with puberty and investigate different ways to stay healthy in mind and body. They will create an identity self-portrait to celebrate who they are and share these with visitors at an Art Exhibition.

For SWPBS, all students will participate in the Start-Up Program, which covers classroom expectations, an in-depth dive into our school values and setting up the classroom in order for each student to thrive and succeed. After the first few weeks of Term, we will be doing some SEL (Social Emotional Learning) lessons around self-awareness, social-awareness and the management of both. This will include how to healthily express feelings and standing up for others (by being an upstander).



HOMework

At this early stage of the term, we expect that all students are settling into classroom routines and developing positive learning habits. Homework will include reading for at least 45 minutes each night (and record/log this in their school diary).

In addition, students are expected to complete; 3-4 spelling activities from the weekly matrix using their assigned spelling words complete the Maths worksheet to the best of their ability.

Students may also choose to complete optional extras such as Mathletics or Reading Eggs.

Homework and diaries are due every Friday morning and will be shared with a buddy in class before students mark their completion on the Google Classroom survey. The purpose of homework in Years 5 and 6 is to support the development of organisation and independence skills needed for high school. If homework becomes challenging, causes anxiety, or is difficult to manage within the week, families are encouraged to discuss this with the classroom teacher.

Homework will begin at the end of Week 2.

Diaries

All students have now received a school diary. These should be used to record nightly reading and for parent-teacher communication. There are also many other activities in diaries, such as mindfulness tasks which can be completed at any time. Diaries must be brought to school everyday as we will also use them to record important dates, reminders and events. Teachers will be checking diaries regularly to ensure all reading is logged and signed off by a parent/guardian.

Netbooks and Headphones

These must be brought to school everyday fully charged and ready for any tasks. Parents will need to provide consent via Compass to ensure students can access websites, please have these in as soon as possible. Students will also need a pair of headphones in order to access videos, Reading Eggs and other learning sites with sound. These are essential and need to be brought to school as soon as possible as well. Earbud type headphones are not permitted.



CLASS SCHEDULES:

Class	Monday	Tuesday	Wednesday	Thursday
56A Mr McMahon		Visual Arts Music	Science Technology Library	P.E. Japanese
56B Sarah		Visual Arts Music	Science Technology Library	P.E. Japanese
56C Mark	Library	Science Technology	P.E. Japanese	Visual Arts Music
56D Mr McGarvey		Science Technology Library	P.E. Japanese	Visual Arts Music
56E Miss O'Keeffe	Library	P.E. Japanese	Visual Arts Music	Science Technology
56F Jo/Amanda	Library	P.E. Japanese	Visual Arts Music	Science Technology
Thursday Session 6 all 56 sports training On Fridays, all 56s participate in Interschool Sports or badminton				

IMPORTANT DATES:

18.02 Wednesday

District Swimming

24.02 Tuesday

Family Photos

25.02 Wednesday

School Photos

26.02 Thursday

Harmony Day

09.03 Monday

Labour Day Public Holiday

11.03 Wednesday - 23.03 Monday

NAPLAN

24.03 Tuesday

Athletics

26.03 Thursday

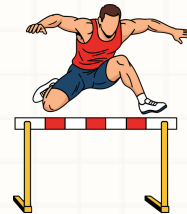
GRIP Leadership Conference (Leadership group)

02.04 Thursday

House Colours

02.04 Thursday

Final Day of Term 1



Interschool sports occurs every Friday morning with games commencing at approx. 9.30am. Please ensure your child comes to school wearing their sports t-shirt and has a drink bottle.