

YEAR 5/6 CURRICULUM NOTES

EDITION 3

TERM 3 2023



WELCOME TO TERM 3

Dear Parents and Carers

Welcome back to term 3 of the school year! We hope that everyone's holidays were filled with fun, laughter and opportunities to connect with family and friends.

With the first semester completed and holidays behind us, we look forward to another exciting and productive term. There are many things to look forward to in the coming weeks, beginning with The Year 5/6 CAMP, "Burnside Camp" in Anglesea. We are all looking forward to sharing in this wonderful and engaging opportunity. Allowing us to come together and share in this experience will continue to develop and support positive relationships with each other.

There will be lots of events, photos and learning opportunities popping up this term so make sure you are checking SeeSaw, Simon and facebook for updates. As always, please don't hesitate to make contact with classroom teachers if you have any questions or concerns.

Take care

Yvette Lupa, Amy Eade



ENGLISH

READING

This term we will continue to read "Mr Terupt" with the students as read aloud, serial text. Students have so far enjoyed the story line, its characters and engaged in follow up literacy activities focusing on literary concepts such as story line, character development and inference and move further into analysing characters, critiquing conflict resolution.

This term students will continue to develop their reading fluency skills through regular reading opportunities and guidance. By reading fluently, students are able to understand a text more deeply. They will develop skills that will enable them to summarise and compare texts. They will be able to pinpoint the important parts of a text, while determining similarities and differences in content, structure and language.



SPEAKING AND LISTENING

Students will be focusing on their reading voices to ensure that the meaning of the text is understood by others who are listening.

Students will also be continuing to practice listening and responding to others in a constructive way during whole group and small group activities and discussions.

WRITING

This term, the senior classes will be learning about two different genres. The first writing focus will be the style of 'procedural writing.' Students will have the opportunity to investigate the structure and language features, whilst being introduced to a variety of examples. This will be continued with students writing their own procedural texts where they will communicate complex ideas in a logical and structured way.

The second genre the students are learning about is the art of Poetry. They will adapt their writing to better convey what they are trying to describe and use this to identify what is being described in a book. They will experiment with sound devices and imagery and produce a number of different poems including; Cinquain and Haiku.



ENGLISH

READING GROUPS

Reading groups will continue to operate throughout term 3. Students will continue working to identify the author's purpose and the use of a theme in a variety of texts. They will also continue developing their literal and inferring skills that will allow them to identify the deeper meaning of a text.



INTERACTIVE READ ALOUD

Interactive Read Aloud (IRA) provide students with a daily explicit learning focus using a variety of picture books. These sessions allow students to work deeper into understanding reading concepts such as authors' purpose, vocabulary and inferencing. We will continue implementing IRA's into our morning routine to further consolidate understandings.

SPELLING

In Spelling we will continue to learn words using the S.M.A.R.T spelling approach, where we will be focusing on a particular vowel digraph (letter/s used to make a particular sound in a word, ie. 'ai' as in snail) each week in the classroom. These understanding of these spelling words will be supported with daily tasks which will be completed to support the focus.

We will also be introducing and learning theme words associated with our Inquiry, Religion and Maths units.



MATHEMATICS

NUMBER AND ALGEBRA

The students will investigate fractions and decimals of whole numbers. They will be looking at how the denominator (bottom number) is used to tell us how many parts and the numerator (top number) tells us how many parts we are looking at. The students will then move beyond this to understand which fraction is bigger, counting fractions, fraction families and how to add/subtract using common fractions.

Students will also identify and solve problems of area and perimeter using appropriate units of measurement, for example; centimetres, kilometres.

Automatic recall - using multiplication

Students will continue to work on the automatic recall of Multiplication facts through daily practice, card games and problem solving. This daily practice will help to develop quick recall and fluency.

Number Blast/retrieval grids will continue to be used as a warm-up for maths. They are a combination of short, sharp quick Daily problems and games where students can challenge themselves at their own ability. The activity combines skills from a range of topics to help with the retention of skills and consolidation of knowledge.



MEASUREMENT AND GEOMETRY

USING UNITS OF MEASUREMENT

The students will be looking at reading and interpreting simple scales, legends, and directions containing basic maps.

They will identify mapping features and write and follow directions using a variety of maps.

STATISTICS AND PROBABILITY

DATA REPRESENTATION AND INTERPRETATION

The students will be collecting, analysing and making decisions about data that can inform their thinking. We will have the opportunity to analyse other data from different sources as well.



RELIGION

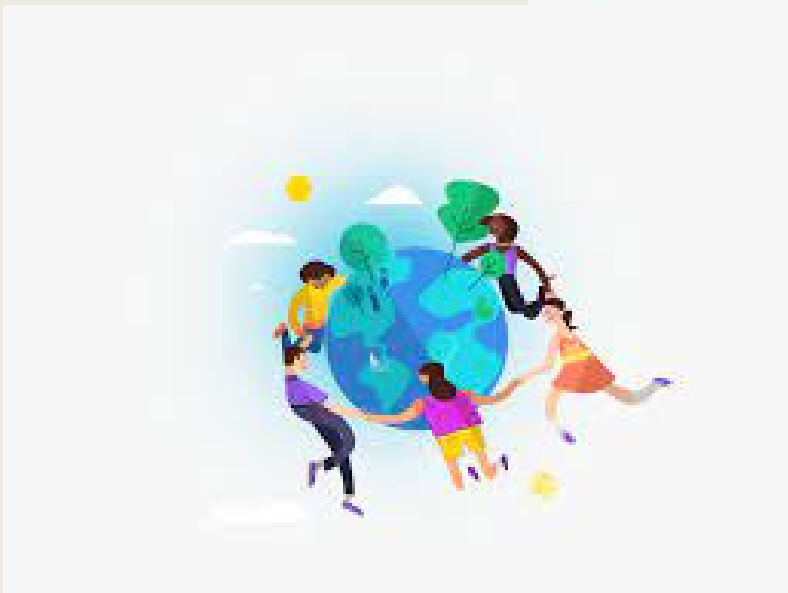
CREATION AND OUR RESPONSIBILITY

This unit will focus on the how students see God through all of creation. In it students will explore how, through God's actions and acts, he invites us to shape our lives in the same way as he did. They will look at relationships with God and others, and throughout people in the world. They will come to understand that through reaching out and actively responding to others, they are called to be co-creators in our world.



INQUIRY

During this unit students will learn about discoveries and the journeys people go on to achieve them. They will develop an appreciation for the process of this discovery rather than the destination. Through investigations of the solar system, children will develop a number of skills that can be applied in many different areas of learning.



RRRR

This Term in RRRR students will explore Stress Management and Help Seeking. During the Stress Management unit, students will take part in learning experiences that identify some causes of stress and strategies that can be used to reduce stress. They will use a range of learning experiences identify the various contexts and situations in people's lives that can cause stress. Students will discuss how stress can be a response to one single challenging experience, or it can be the build up over time of lots of smaller or long lasting challenges. They will also practice a range of strategies for calming and coping when they are upset. The second unit, Help Seeking, is focused on identifying situations in which they should seek help in working through problems. Students will use scenarios and role plays to identify types of problems they can solve independently, problems where they can benefit from seeking help from peers and problems that they can benefit from seeking help from an adults. They will spend time reflecting on people they can ask to help them out and also people that they help and using appropriate communication methods to get their message heard.

DIGITAL TECH

This term Digital Technologies will focus on problem-solving through digital solutions and equipping students with essential skills in computational thinking.

When faced with a problem requiring a digital solution, students start by investigating and defining the problem. They learn to organize data logically, break down problems into components, and design algorithms and models. This helps them understand the problem thoroughly.

Next, students move on to designing their solutions. They generate ideas and consider the user of their digital system. This encourages creativity and user-centric thinking.

In the producing and implementing process, students create their own digital solutions using a visual programming language. They learn to communicate precise instructions to the system using programming languages.

Once the solution is created, students evaluate it against criteria like user entertainment or future adaptability. This evaluation helps refine their work.

Throughout this process, students may make adjustments but generally follow a sequential order: investigate, define, design, produce, implement, and evaluate.

Programming is the language used to communicate algorithms to digital systems. Visual programming languages are used to code instructions and create programs.

By engaging in these activities, students develop problem-solving skills, logical thinking, and effective communication with digital systems.

VISUAL ART

This term we will be UNDER CONSTRUCTION as we explore architecture and buildings of all types and sizes. Children will explore the work of James Rizzi, an artist from Brooklyn with a love of the skyline of New York. A digital version of his work will be created using iPads and manipulative shapes.

Paper machē is a new technique that will be attempted in an oversized, collaborative project between both classes. This will be a major piece to have completed for the Festival of the Sacred Art exhibition.

Children will continue to further develop their confidence in using a variety of mediums such as black-line markers, textas, crayons and watercolour pencils.

Reflection and responding to art is a key component for the children this term as we strive to build and fill our vocabulary with art language.



PHYSICAL EDUCATION

Students will begin the term with an Athletics unit in the lead up to the up and coming Waranga Athletics Sports Day. Students will refine and expand their skills on a variety of different athletic sports which include shot put, discus, triple jump, long jump, high jump, hurdles, sprints and distance run. Throughout part of the term, students will also focus on netball specific skills that will challenge their fundamental movement skills. Students will practice their footwork, balance and movement, jumping and leaping, shooting, attacking and defence skills. They will be provided with an opportunity to practice these skills during court time and exposure to a variety of positions. Netball matches will be adapted to the appropriate ability level in order to ensure the participants are achieving success. In the later part of the term, students will participate in the AFL 9s program which is the Australian Football League's (AFL) official alternative and modified version of the game of Australian football. This program will provide students an opportunity to enjoy a match-play experience that has strong parallels with the traditional game. Importantly, this non-contact game is easier to play, less physically demanding and provides an environment whereby participation, enjoyment and safety are a priority.

AUSLAN

This Term students will again participate in a weekly Auslan lesson facilitated by Tim. Students participate in a half hour lesson each Friday. Last term students learnt to sign the alphabet, their names and a variety of colours, animals and classroom objects. Students will continue to revise this through a variety of engaging games and continue to expand their knowledge of key word sign to communicate.



The students will participate in the Kelly sports program once a week (on Fridays) this term. Kelly Sports mission is to get kids active and passionate about sports and physical activity. The program at St Josephs is integrated into our Physical Education program. The Term 1 program will focus on a Perceptual Motor Program (PMP). This program helps students improve their eye/hand and eye/foot co-ordination, fitness, balance and eye tracking skills. This term students will also focus on encouraging each other, resilience, problem solving, working together and playing fairly. During Week 9 the students will focus on team building games where they will participate in a range of fun team activities that involve working as a team to achieve the desired result. The last week of term will see the students participate in a Kelly sports style Amazing race! The children will work together to score goals, find clues and problem solve sporting tasks together in a fast paced session of sport- crazy fun.

TERM 3 DATES

Week #	What's On
Week 1 10 - 14 July Term 3 starts	12: Art Therapy @ Uniting Church Hall 14: Kelly Sports & Auslan
Week 2 17 - 21 July NEWSLETTER	18 - 21: 5/6 CAMP 18/19: Preschool visit to St Joseph's 19: Art Therapy @ Uniting Church Hall 21: Kelly Sports & Auslan
Week 3 24 - 28 July	24: Responsible Pet Ownership sessions 26: Art Therapy @ Uniting Church Hall 28: Kelly Sports & Auslan
Week 4 31 July - 4 Aug NEWSLETTER	2: 100 Days of Foundation 4: Kelly Sports & Auslan
Week 5 7 - 11 Aug	10: Waranga Athletics (3-6) 11: Red Nose Day 11: Kelly Sports & Auslan 12: Golf Day
Week 6 - National Science Week 14 - 18 Aug NEWSLETTER	15/16: Preschool visit to St Joseph's 16: Bully Zero - Super Hero Wednesday 18: Kelly Sports & Auslan 18: National Day of Action Against Bullying
Week 7 - Book Week; READ - GROW - INSPIRE 21 - 25 Aug	24: Book Week Parade 25: Kelly Sports & Auslan
Week 8 - Literacy & Numeracy Week 28 Aug - 1 Sept NEWSLETTER	28: Community Learning Day - Literacy & Numeracy Day 31: Father's Day Celebration & Footy Colours Day 1: Kelly Sports & Auslan
Week 9 4 - 8 Sept	6: Health & PE Day + Colour Run at RPS 7: Community Learning Day - STEAM 8: Kelly Sports & Auslan
Week 10 11 - 15 Sept NEWSLETTER - End of Term 3, Looking towards Term 4	11-15 Swimming in Echuca 14: RU OK Day

SCHOOL CONTACTS

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(please note this phone is not manned at all times and any urgent messages should be given via phone call)