

# Team 5/6 Newsletter

## Term 2, 2026

### START UP PROGRAM

During the first few days of term, we will revisit key elements of our Start Up Program, designed to re-establish a positive, safe and supportive learning environment. Through this program, students will explore:

- Recapping Learning Habits and considering the tasks throughout the term that will require them to be effective communicators, collaborators, researchers, thinkers and self-managers.
- Revisiting our school rights, responsibilities and values, with a particular focus on respect.
- Linking the value of respect to Care for Country, and revisiting the Eastern Kulin Nation Seasonal Calendar, with a focus on the Waring season.
- Revisiting the Zones of Regulation, with a particular focus on strong emotions. Students will use a scale to identify the intensity of emotions and develop language to describe their strength.
- Respectful Relationships: Problem Solving - identifying interpersonal problems across a range of scenarios and brainstorming possible solutions.
- eSafety: Online Friends - comparing and contrasting different types of online-only friendships, exploring the benefits and risks, and learning how to respond if an online interaction feels uncomfortable.

We want to support students to feel connected, confident and ready to learn as they begin their Term 2 learning journey.

### STEM

During STEM sessions, students will explore electricity and electrical circuits, developing a deeper understanding of where electricity comes from and how it is transferred and transformed to power the things we use daily.

### ENGLISH

Our mentor text this term is *Ned Kelly and the Green Sash* by Mark Greenwood - a narrative non-fiction picture book about the life of Ned Kelly and the Kelly Gang, Australia's most infamous bushrangers.

In **speaking and listening**, students will participate in both formal and informal discussions, developing their confidence to share ideas clearly and respectfully. They will also present to an audience and explore performance through monologues.

In **writing**, students will create texts to both inform and entertain. This includes writing informative pieces based on research into historical events and significant historical figures, as well as crafting engaging historical narratives and monologues. These tasks will support students to develop both their research skills and their ability to write for different audiences and purposes.

Students will also focus on key **grammar** and language skills, including:

- Using possessive nouns with apostrophes
- Understanding dependent and independent clauses
- Writing complex sentences using a range of conjunctions (including those showing time and manner)
- Expanding their use of descriptive language through evaluative, factual and classifying adjectives
- Using dialogue effectively in their writing

In **reading**, students will continue to strengthen their comprehension through a range of strategies, including visualising, predicting, connecting, summarising, monitoring and questioning. They will also develop:

- Inferential thinking skills (reading between the lines)
- Critical literacy skills, such as recognising perspective and bias
- Vocabulary understanding in context
- Knowledge of different text structures and genres
- The ability to support their responses using evidence from the text

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### MATHEMATICS

Students will explore the following areas of Mathematics this term:

- Build understanding of fractions (equivalence, ordering, number lines)
- Add and subtract fractions, and connect fractions to division
- Strengthen division skills, including a written algorithm and interpreting remainders
- Apply estimation and solve real-world problems through mathematical modelling
- Explore number patterns and introductory algebra
- Develop skills in statistics, probability and space

### TEAM 5/6 SPORT

Team 5/6 Sport takes place weekly on Friday mornings.

- Students selected for Interschool Sport teams will travel to other schools or host visiting teams.
- Interschool Sports for Term 2 are: netball, soccer, European handball and t-ball.
- Students not participating in Interschool Sport will still take part in sport activities at school during this time.

Please ensure your child is dressed appropriately for physical activity.

### INTEGRATED CURRICULUM – PERSPECTIVE

This term, students will explore a unit titled Museums in Motion. They will examine the concept of perspective through the lens of Australian history, focusing on the causes and effects of British colonisation. Students will develop their research skills as they investigate significant events and the diverse experiences of individuals and groups during this time. They will also research an influential figure who helped shape Australia, recognising the impact one person can have on history. Students will share their learning by creating a Museums in Motion exhibit from this person's perspective for our end of term expo.

Essential questions guiding the unit:

- Why is it important to listen to different perspectives?
- What were the reasons, causes and effects of colonisation?
- How did colonisation impact different individuals or groups of people?

### HOME LEARNING

Each week, students are expected to:

- Read for 30 minutes each night to build fluency, vocabulary and comprehension
- Complete one activity from the Maths Grid, sent home at the beginning of the term
- Practise weekly spelling words each night to strengthen spelling patterns and accuracy
- Complete My Numeracy Tasks on Essential Assessment (optional)
- For students who are still learning to confidently recall multiplication facts up to  $10 \times 10$ , regular practice at home is strongly encouraged