



## Year 5/6 Term 1 Curriculum Letter 2025

Welcome everyone to what we are sure will be a very productive, exciting and fun year of learning together in 2025.

### Groupings

This year the Year 5s and 6s will be placed into Senior AP and Senior CH for Art and PE. During Mandarin and Performing Arts all Year 5s and 6s will be placed in the same class, in preparation for the school musical later in the year.

### Parent Teacher Meetings - Wednesday March 26th (12:45pm finish)

On Wednesday 26th March, we are looking forward to hearing from you about the aspirations you have for your child in 2025. We find this initial information about each individual invaluable and it also helps us in establishing the very important partnership between home and school.

### Religious Education

The R.E. topics for Term 1 are:

- Just Leadership
- Lent to Easter

### Inquiry

This term our Inquiry unit is based on the Civics and Citizenship Curriculum. In this unit, we will explore the following:

- The values, principles and institutions that underpin Australia's democratic forms of government.
- How Australia's Democratic system is influenced by the Westminster System.
- The differences between the roles and responsibilities of the three levels of government (local, state and federal).
- The roles and responsibilities of electors and representatives in Australia's democracy.
- The electoral process of an Australian election
- How laws are initiated and passed through parliament.
- The rights, responsibilities and shared values of Australian citizenship and explore ways citizens can actively participate in society.
- The obligations people may consider they have as global citizens, such as an awareness of human rights issues.

### Victorian Curriculum 2.0

The Victorian Curriculum and Assessment Authority (VCAA) recently published its revised English and Mathematics curriculums (English 2.0 and Mathematics 2.0). All Victorian schools will be using the Mathematics version 2.0 and English version 2.0 in 2025. At Sacred Heart we will be using the revised Mathematics 2.0 and English 2.0 for school reporting from Semester 1, 2025.

### English 2.0

English Version 2.0 has been developed to be more flexible and invites skills to be transferred across language modes and contexts and is now organised into the following strands: Language, Literature and Literacy. Within these strands Reading and Viewing, Speaking and listening and writing will now be covered.

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity
- understand how to use Standard Australian English appropriately, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining and analysing texts, and develop an informed appreciation of the aesthetic aspects of literature

- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form and convey ideas, and facilitate interaction with others.

In English, Year 5 and 6 will explore different comprehension strategies. To further develop reading strategies, students will commence a novel study centering around the book “A Ghost in My Suitcase” by Gabrielle Wang. Students will have opportunities to discuss the book’s theme, characters and storyline in whole and small group settings. This rich text exploration provides opportunities for students to discuss their different interpretations and to expand their understanding of the text. Incorporated into this book study is a writing component, students will be focusing on building their persuasive writing and language skills.

Students will also continue to participate in silent reading after lunch most days so they must ensure a text is at school at all times.



This year we will be moving away from the SMART Spelling program and implementing Spelling Mastery from Years 2- 6. Spelling Mastery is a fully scripted Direct Instruction program that has an extensive research base and is teacher directed. This closely aligns with the 2030 MACS Vision for Instruction. The program helps students understand the relationship between sounds, word parts, and spelling patterns.

Spelling Mastery encourages students to learn strategies to spell correctly rather than rely on memory alone. There are three approaches within Spelling Mastery. Phonemic, whole-word, and morphemic.

- Through the **phonemic approach**, students learn sound-symbol relationship between letters and sounds that help students spell using predictable patterns. For example, words like map, tap, fog, fan.
- The **whole word approach** teaches students high frequency words and irregularly spelled words that do not follow a predictable pattern. Examples- answer ‘the’ and ‘people’.
- The **morphographic approach** teaches students that all words are made of one or more morphograph or word parts. They also learn rules that apply when combining morphographs to form words. Examples- ‘Re’ as a morphograph has meaning. It means again. (repack, return, rerun) ‘-est’ means the most. (lightest, happiest, friendliest).

Your child will learn to spell using all the above methods through lessons delivered in class. This means that homework may look a little different. Please do not be concerned if word lists aren’t being sent home on a regular basis, as the focus of Spelling Mastery is for students to understand how to spell rather than spell ‘by heart’.

We also recognise the need for practicing the skills learned in class, so when there are word lists sent home it would be mainly when added practice is called for.

Each child also will work through a workbook in class that was purchased via your booklist. All learning will be recorded in this book.

We look forward to starting this new journey of learning at Sacred Heart.

## Book Borrowing

If your child would like to borrow any school library books, they will be able to borrow from our class library set. The expectations around borrowing library books remain the same as in previous years, as in they are on loan for two weeks and need to be treated with care.

## Mathematics 2.0

The Mathematics Version 2.0 is organised into 6 strands (Number, Algebra, Measurement, Space, Statistics, and Probability).

Mathematics aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life and work, as active and critical citizens in a technological world
- become confident, proficient, effective and adaptive users of mathematics
- become effective communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- develop a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

Students will be covering the following areas in Mathematics this term:

- Statistics, Probability - Data Representation
- Number - Factors, Multiples, Prime, Composite and Triangular Numbers
- Number, Algebra - Four Operations
- Measurement - Perimeter and Area

## Wellbeing

We will be using the Resilience, Rights and Respectful Relationships program to support students to extend their understanding of emotional literacy and personal strengths. In Term 1, students will explore the links between their emotions and their behaviour and reflect on how their personal strengths assist them in achieving success at home, at school or in the community. Students will also describe different ways to express their emotions as well as recognise the influence of emotions on behaviours and discuss factors that influence how people interact.

## Homework

Homework will be communicated to the students via Google Classroom. We ask that parents sign/check homework each week and sign the work. Reading for a minimum of 20 minutes at least four times a week is an expectation - the students can read a range of texts, fiction and non-fiction. We do encourage the students to read aloud at least once a week to a parent/caregiver, and to discuss the book they are reading with them.

Students will be given homework on a Monday, to be returned each Friday. Reading is to be recorded in diaries.

## Sport

In 2025, the students will be engaged in a range of sporting activities. There are numerous District Sports Events and Interschool Sport Gala Days that the school has nominated teams for, and there are other sporting opportunities that the students will participate in. In addition, this year there will be a range of intra-school sporting events and sporting incursions that the students will participate in.



## Subject Lessons

Wednesday	Thursday
<u>Year 5 &amp; 6</u> Performing Arts - Mrs Mulhall Mandarin - Ms W Chen	<u>Senior AP/Senior CH</u> Visual Art - Mrs Burnes Physical Education - Mr O'Shea

## Important Additional Information

### SACRED HEART IS A CHILD SAFE SCHOOL

Catholic schools have responded positively and proactively to the new child safe standards, strengthening policies and strategies for the ongoing wellbeing and safety of every child in our schools.

- The Victorian child safe standards were introduced into law in late 2015.
- The Minister for Education, the Hon. James Merlino MP, issued Ministerial Order No 870, which came into effect for schools from 1 August 2016 as a registration requirement.
- On 15 November 2016, further legislation was passed in Victoria providing the Commission for Children and Young People, powers to oversee and enforce compliance with the child safe standards by relevant organisations.
- The Children Legislation Amendment (Reportable Conduct) Act 2017 (Vic.), was passed by the Victorian parliament, preparing the way for the introduction of a Victorian Reportable Conduct Scheme (Scheme).

At Sacred Heart we require all volunteers to have as a minimum a current Working with Children Check, however a current Police Check will be necessary for those wishing to attend excursions or to transport children in private vehicles for school events throughout the year. Please check your documents for expiry dates.

The following forms will need to be completed on Operoo:

- **2025 Volunteer Application Form and other relevant information**
- **2025 Sacred Heart Kew Parent/Guardian/Carer Code of Conduct**
- **2025 Sacred Heart Kew Student Code of Conduct**

If you have not submitted the above forms to the school previously, you will need to do so before volunteering to assist with any school related activities.

To protect the privacy of our students, and at the request of parents, please note that any videos/photos that you take of your child which include images of other children and/or identify our school, cannot be uploaded on to any social media without written permission.

### STUDENT ATTENDANCE

In 2017 the Victorian Minister for Education reviewed the student attendance guidelines. As a result ... 'schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students'.

After the attendance rolls are taken in the classrooms teachers will alert the office to absent children. If we have not heard from you by 9.30am via phone or the Audiri App you will be contacted by the school.

### ANAPHYLAXIS AND ALLERGIES

Sacred Heart is a 'Nut Aware' school. We would appreciate your cooperation in refraining from sending food, snacks or treats (made or packaged) that contain nuts (e.g. peanuts, cashews, peanut butter and Nutella) to school or any school gathering.

## BIRTHDAY TREATS

Should your child be celebrating a birthday and wish to hand out treats please send in a commercially wrapped treat to share with the class. For safety purposes no lollipops. Please also let the teacher know in case they need to cater for a child with an allergy.

## SEESAW

Sacred Heart uses the Seesaw App to support our sharing of student learning with parents. It is our intention this year that real time, ongoing examples of learning will be uploaded regularly to keep you informed of the curriculum being covered in each grade and your child's progress.

## SCHOOL COMMUNICATION

Clear and consistent communication to families is important to Sacred Heart. The Sacred Heart Newsletter is published on a fortnightly basis. In addition, communication to families will be facilitated in 2025 through the following access points:

- Audiri App
- Operoo - please let the school office know if you are experiencing any difficulties
- Sacred Heart website
- Parents Association Reps

Please support us in our endeavours this year to reduce, reuse, repurpose.

### Dates for your diary

#### February

Mon. 3 <sup>rd</sup> -7 <sup>th</sup>	Canberra Camp
Fri. 14 <sup>th</sup>	Interschool Sport
Fri. 21 <sup>st</sup>	Year 6 Leaders and Semester 1 Leaders Assembly Whole School Welcome Event 5:30pm
Thurs. 27 <sup>th</sup>	District Swimming
Fri. 28 <sup>th</sup>	Interschool Sport

#### March

Wed. 5 <sup>th</sup>	Ash Wednesday
Thurs. 6 <sup>th</sup>	School Closure Day (School closed)
Fri. 7 <sup>th</sup>	School Closure Day (School closed)
Mon. 10 <sup>th</sup>	Labor Day Holiday (School closed)
Wed. 12 <sup>th</sup> -24 <sup>th</sup>	NAPLAN
Fri. 21 <sup>st</sup>	Interschool Sport
Wed. 26 <sup>th</sup>	Parent Teacher Chats from 1:30pm - Students dismissed @ 12:45pm

#### April

Wed. 2 <sup>nd</sup>	School Photos
Thur. 3 <sup>rd</sup>	School Sports Day
Fri. 4 <sup>th</sup>	Last day of Term 1 - Students dismissed @ 12:45pm
Mon. 21 <sup>st</sup>	Easter Monday (School closed)
Tues. 22 <sup>nd</sup>	School resumes Term 2

We are looking forward to a very positive and motivating year of challenging and productive learning with the students.

If you have any need to contact us throughout the term we would love to hear from you via the usual methods, a note in the diary, a phone call to the office or an email to [admin@shkew.catholic.edu.au](mailto:admin@shkew.catholic.edu.au) that Caroline Reid will forward and we will respond as soon as possible.

Thanking you  
Alyssa and Charlotte