

Year 5/6

Information Session 2026

Learning without limits

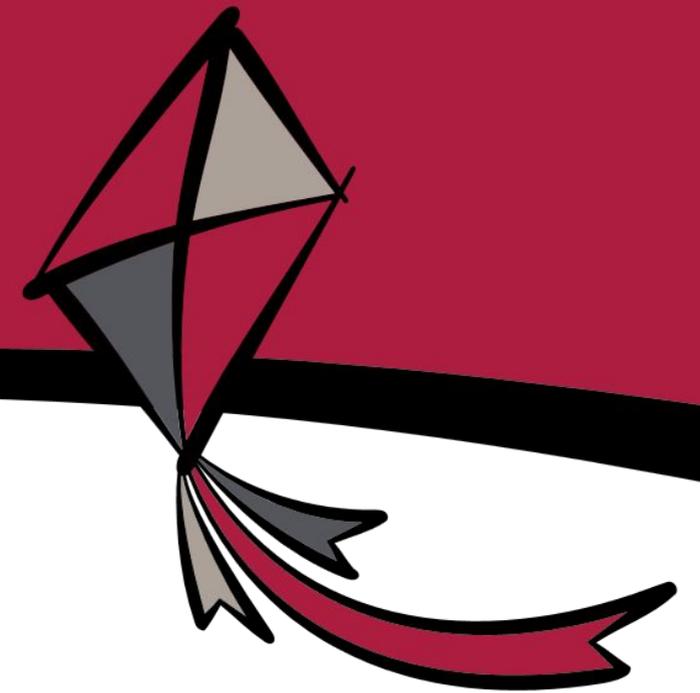
Be curious | Be caring | Fly high | Find joy

Keelonith
Primary School
Greenvale

Matt Cook - Principal

Samantha Birrell – Assistant Principal - Teaching & Learning

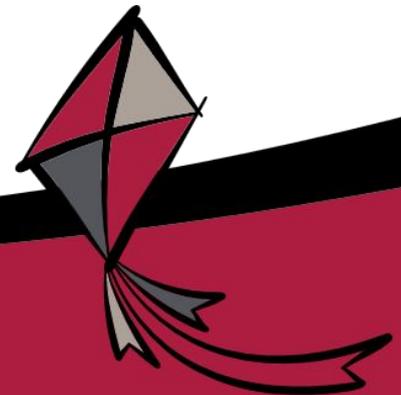
Jane Black - Assistant Principal - Student Wellbeing & Engagement



Acknowledgement

We acknowledge the Traditional Custodians of the land on which we gather, the Wurundjeri people of the Kulin nation. We recognise their continued connection to the land and waters of this beautiful place, and acknowledge that they never ceded sovereignty. We respect all Wurundjeri Elders and Ancestors, and any First Nations people here today.

Keelonith – In Wurundjeri Woi-Wurrung language means *to hear and understand*.



The team



Matt Cook
Principal



Sam Birrell
Assistant
Principal



Jane Black
Assistant
Principal



Rachael Telford
3-6
Learning Specialist



Lillian Micallef
56A



Saredo Miguil
56B



Emily Thompson
56C



Paula Gaughan
STEM



Heath Yasunaga
PE



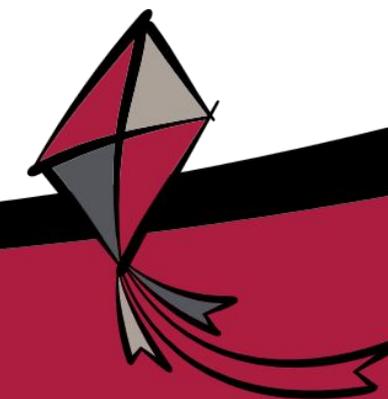
Nikolina Perkovic
Visual Art



Violeta Young
Auslan



Jenny Farrelly
Performing Arts



What to expect in 2026

Communication through Compass

- School communication
- Excursions & events
- Emails from teachers
- Newsletter fortnightly



Term Overviews

- Provides information on the focus learning areas & important dates for the upcoming term

Attendance

- Compass
- Who might call

A colorful poster titled 'YEAR 1, TERM 4 OVERVIEW'. It provides a detailed overview of the term's focus areas and key dates. The poster is divided into sections for English, Earth and Space Science, Mathematics, and Being Healthy, Safe and Active. It includes specific learning objectives, inquiry questions, and a list of key dates for the term. The design is engaging with illustrations of a globe, a sun, and various objects.

YEAR 1, TERM 4 OVERVIEW

THIS TERM IS ALL ABOUT EARTH/SPACE SCIENCE AND BEING HEALTHY, SAFE AND ACTIVE.

ENGLISH

This term in English, we will practise reading, writing and speaking while exploring our two Inquiry topics below. We will learn new vocabulary, break down words into syllables, and use rich literature to improve our retelling skills and recount experiences. Our daily Phonics practice will focus on identifying sounds in words, especially when two letters combine to make one sound (e.g., /oo/ in "moon") and long vowel sounds. We will explore different sentence types and use conjunctions to expand our writing. Each day we will also practise handwriting and reading fluency.

BEING HEALTHY, SAFE AND ACTIVE

Our 1st Inquiry Question is:
What keeps me safe and healthy?

We will be learning:

- Why wearing a hat in summer protects us from the sun and helps prevent sunburn.
- What it means to be healthy, including eating nutritious foods, staying hydrated, and getting enough sleep.
- Being active by moving our bodies through fun activities like running, playing sports or dancing.
- How to eat healthy by choosing fruits, vegetables, and whole grains, and limiting sugary snacks.

EARTH AND SPACE SCIENCE

Our 2nd Inquiry Question is:
What changes do we see in the sky and the landscape during the day and night?

We will be learning:

- That day and night happen because the sun rises in the morning and sets in the evening.
- A day is 24 hours long.
- The sun is a star and there are other stars and planets in the sky.
- To use a compass to understand directions like North, South, East, and West.
- To name the four seasons and explore the Indigenous Australian's six seasons.
- That Australia is in the southern hemisphere.
- Different types of weather, like sunny, windy or rainy.
- Notice how animals and people change what they do based on the weather.

MATHEMATICS

This term in Mathematics we will be learning how to group objects, practise skip counting using a variety of objects and find totals. We will review how to add and subtract numbers up to 100 differently, including using written methods, base ten blocks, and empty number lines. We will focus on fractions by dividing lengths into halves, using materials to make halves of collections and practise sharing items into groups. Reading and interpreting picture graphs to understand quantities and comparisons will be a focus. There will be the opportunity to represent numbers up to 1000 with base ten blocks and learn to break down numbers into hundreds, tens, and ones. Additionally, we'll practise following directions and describing paths on maps. Every day students will practise their mental maths skills during Maths Fluency.

HOME LEARNING TASK

Four Seasons Challenge: Students are invited to show their understanding of the four seasons in a creative way! Choose how you want to share your project—through a poster, PowerPoint, model, video, or recording. Show your unique take on the seasons and let your creativity shine!

FROM MISS LILLY, AMANDA AND MISS G.



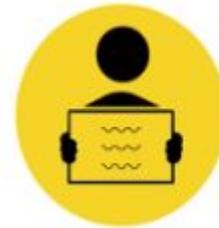
What to expect in 2026

Consistency

- School wide expectations
- Language we use with students
- Use of visuals



TURN AND TALK



WHITEBOARDS



CHORAL RESPONSE



IN YOUR BOOK



CONCEPT/SKILL
DEVELOPMENT



REVIEW

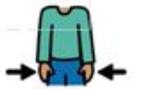


Keelonith Primary School expectations

At Keelonith Primary School, we strive to be the best we can be.

We do this by:

- Keeping our hands, feet and objects to ourselves



- Using our learning time as working time



- Using the title/name each person likes



- Using appropriate words



- Waiting our turn in conversations and play

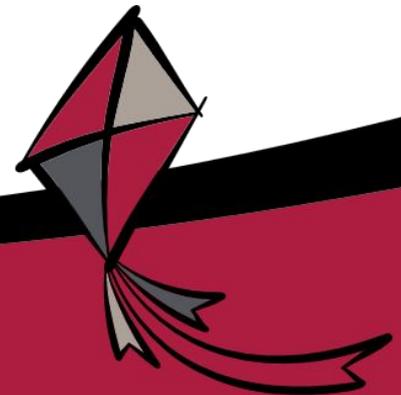


Learning without limits

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What learning looks like in Year 5/6

CHEER Values:

C - Compassion

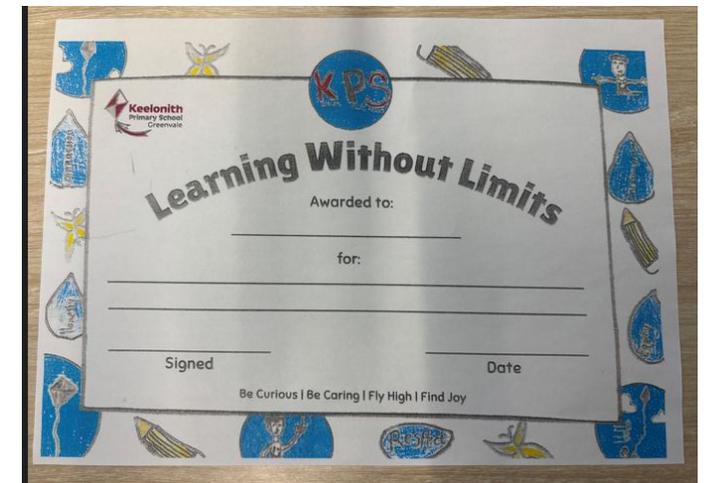
H - Honesty

E - Equity

E - Encouragement

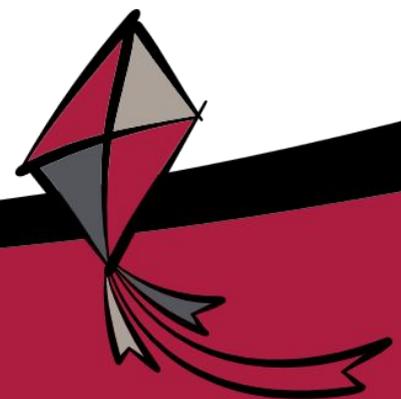
R - Respect

- Awards at assembly
- Acknowledgement weekly via Compass



Learning without limits

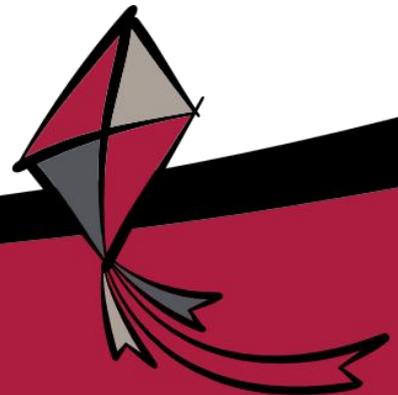
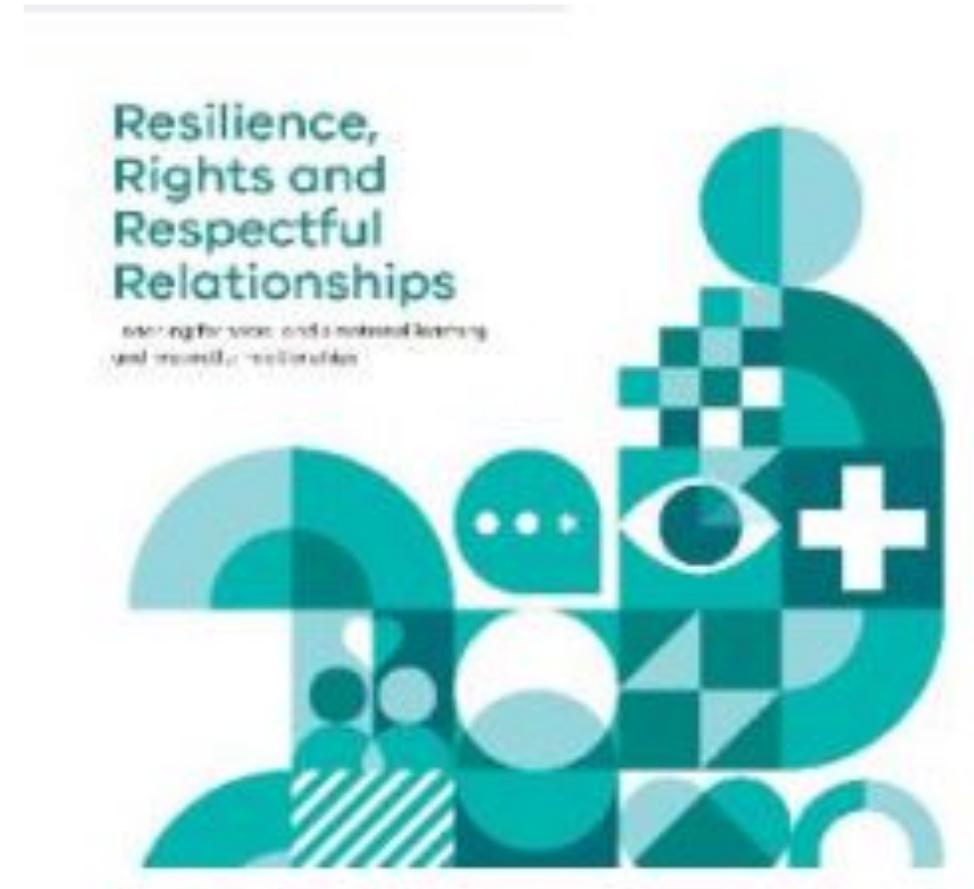
Be curious | Be caring | Fly high | Find joy



What learning looks like in Year 5/6

Social & Emotional Learning:

- Taught fortnightly
- Resilience, Rights and Respectful Relationships
- Values and expectations reinforced as required



What learning looks like in Year 5/6

Learning Launch

- Start of every day
- Includes review of previously taught content in English
- Explicit teaching of Vocabulary for upcoming learning
- Maths problem of the day





CONCEPT/SKILL DEVELOPMENT

Vocabulary

independence (Part of Speech: Noun)

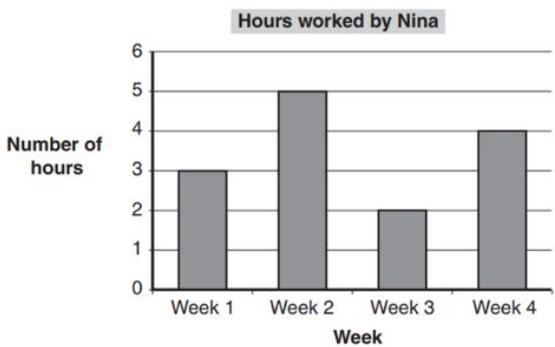
<p>Definition: Independence is the ability to do things on your own.</p>	<p>Visual:</p> 
<p>Synonym: Self-supporting, unassisted.</p>	
<p>Word family: Independent (adjective), Independently (adverb).</p>	
<p>Example Sentence: When I sit quietly by myself during learning time, I am showing independence.</p>	



Maths Problem of the Day

Choose 1 to complete

Hours worked by Nina



Week	Hours
Week 1	3
Week 2	5
Week 3	2
Week 4	4

William earns money each week for doing jobs.
For each job he earns \$2.
He records the number of jobs he does in one week in a table.

Jobs	Number
Take out the rubbish	
Walk the dog	
Wash dishes	

If William does the same jobs for three weeks, how much money will he earn altogether?

\$13 \$26 \$39 \$78

Nina earns \$4 per hour.
How much money did she earn in Week 3?

\$2 \$6 \$8 \$12

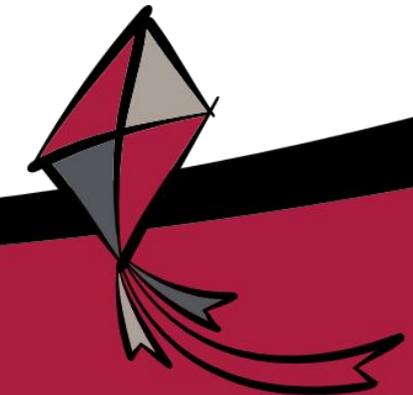
What learning looks like in Year 5/6

Science/Humanities:

Embedded into Reading & Writing

- we read and write about what we are learning about

CURRICULUM MAP 2026 (YEAR B)																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Foundation			Friendship/Being @ school			Books & Stories		My history		The Weather			Lit Focus			Reconciliation Week	Country & Place		Materials			Lit Focus		What is a map?		Coding			Being Healthy & Safe		Lit Focus		Celebrations					
SEL Lvl F	Taught through Story Champs & Discovery Time																Taught through Story Champs & Discovery Time																					
Level 1	Identity – Community & Being a Learner		Local places & how places change			Lit Focus		What is in the sky?			Lit Focus		Changes in daily life		Properties of Materials			Lit Focus		Being Healthy & Safe			Coding		Lit Focus													
SEL Lvl 1/2	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7						RRRR Topic 8																					
Level 2	Identity – Community & Being a Learner		Lit Focus		Important places			Lit Focus		Solar System		Looking after the Earth		Lit Focus			Changes in Technology		Changing Materials			Being Healthy & Safe		Lit Focus		Coding												
SEL Lvl 1/2	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7						RRRR Topic 8																					
Level 3	Identity – Community & Being a Learner		Australia & its neighbours		Lit Focus		Properties of materials		Lit Focus		Early Australia - The First Australians		Solids, liquids & gases		Lit Focus		The Water Cycle Soil, rocks & minerals		Health & Safety		Lit Focus		Birth of democracy															
SEL Lvl 3/4	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7						RRRR Topic 8																					
Level 4	Identity – Community & Being a Learner		Lit Focus		Captain Cook & The First Fleet		Lit Focus		Properties of materials		The impact of settlement		Solids, liquids & gases		Lit Focus		Local Government		Soil, rocks & Minerals Weather events		Health & Safety		Lit Focus															
SEL Lvl 3/4	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7						RRRR Topic 8																					
Level 5/6	Identity – Community & Being a Learner		Lit Focus		Australian Democracy/Rights & Reform		Lit Focus		States of matter Mixtures & Solutions		Immigration		Lit Focus		Reversible & Irreversible change		Body Systems & Health			Natural Disasters Changing the Earth's surface			Lit Focus															
SEL Lvl 5/6	RRRR Topic 5					RRRR Topic 6					RRRR Topic 7					RRRR Topic 8																						

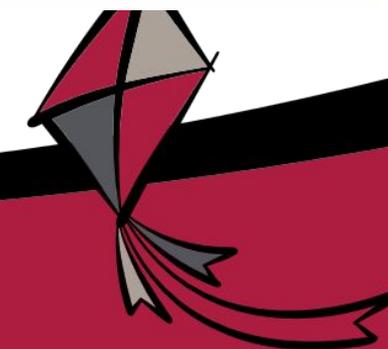
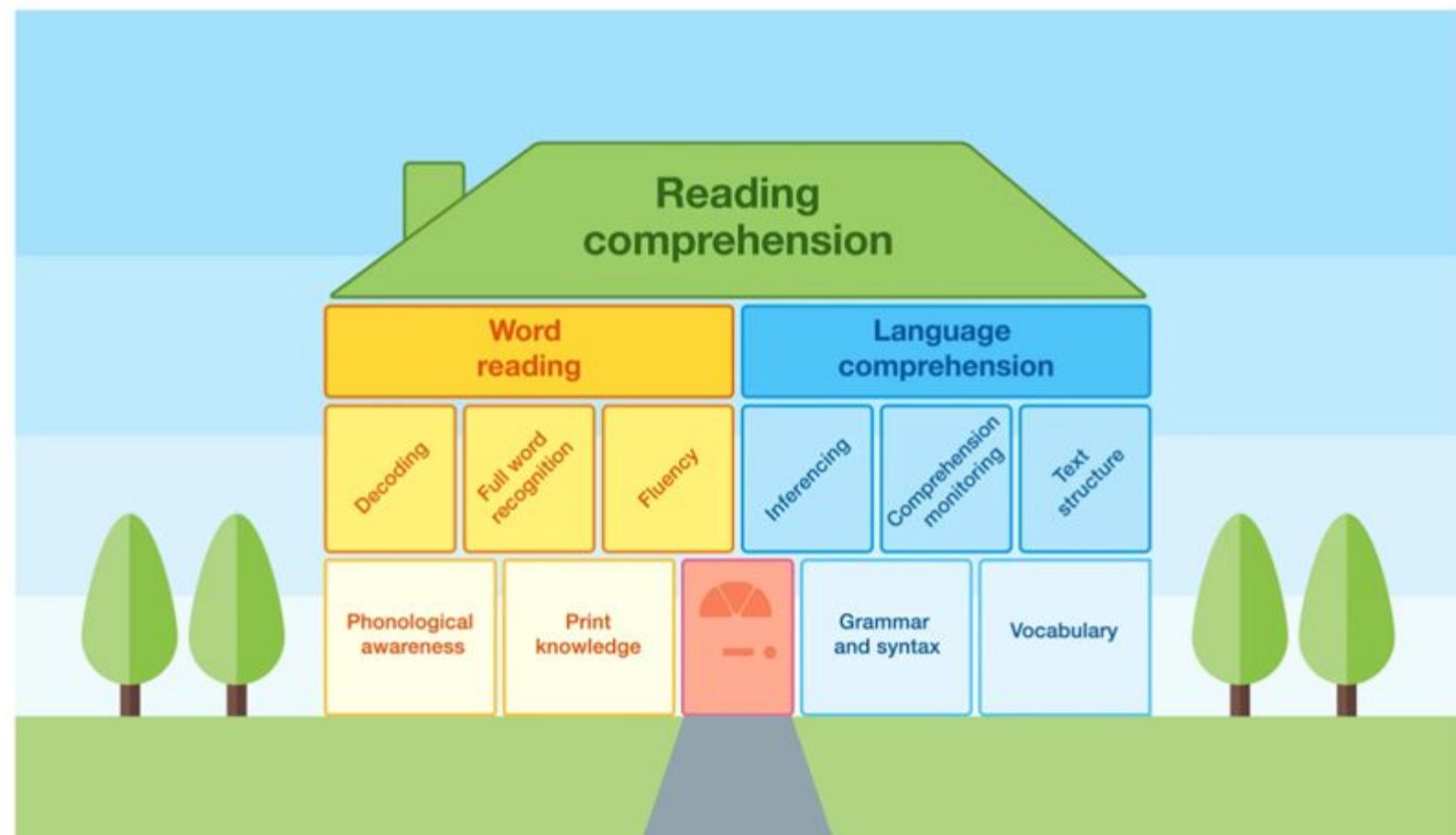


What learning looks like in Year 5/6

English

- English skills are complex with reading, writing and oral language skills all linked.
- Learning to Read & Reading to Learn happen together
- Morphology
- Writing - sentence level & whole piece composition

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



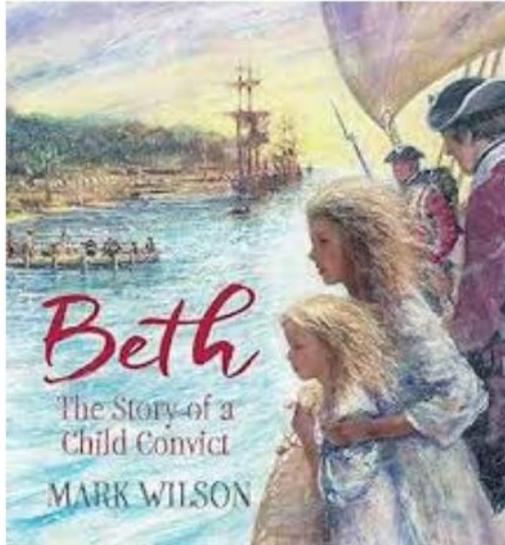
Knowledge building - Reading & Writing

Science, Humanities & Rich Literature

This is where we read about what we are learning about.

Students use the writing skills they are learning to write about the topic they are learning about.



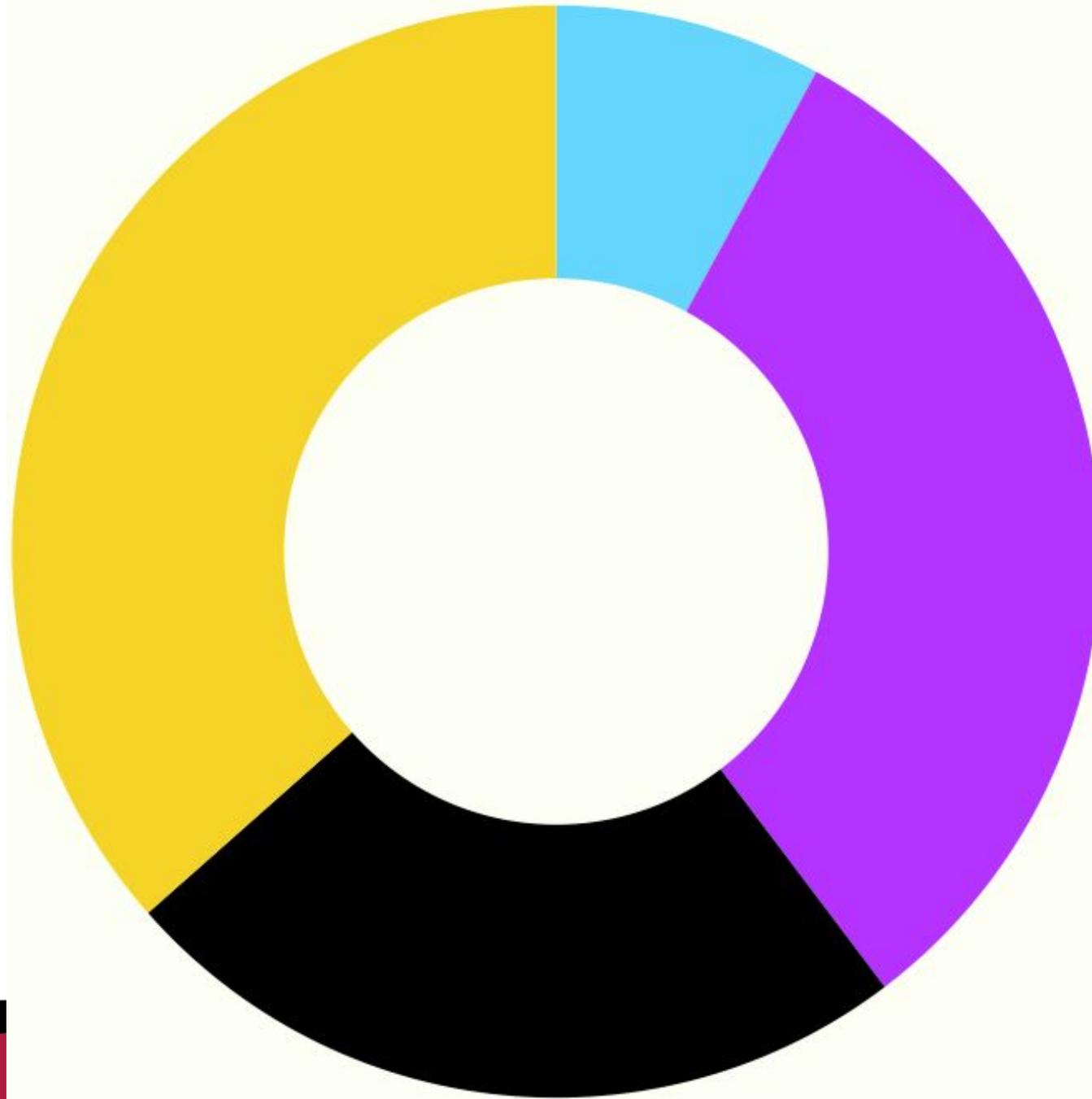
Before Reading:

1. What can you see on the front cover?
2. What information does the title tell us?
3. What do you predict the book will be about?

  Let's skim and scan through *Beth* and fill out the observe and wonder sections. What questions can we ask?

OBSERVE	WONDER	INFER

Learning in Maths



Fluency- 2 minutes

Practise number fluency every day with:

- flash cards
- MathFactLab
- Timed fluency sheets



Daily Review- 15-20 minutes

Review skills and concepts we have previously learnt:

- We all use a whiteboard
- "Chin it" "Bin it" "Park it"
- Have a go at every slide
- Tick your answers, fix your mistakes
- Stay on task



Guided Practise- I DO, WE DO

Learn new skills and concepts:

- Watch and listen to your teachers
- Raise your hand if you have a question
- Hold answers until you are asked to share
- Respect everyone's right to thinking time



Independent Practise- YOU DO

Practise the new skill or concept you learnt:

- In a small group, with a partner, or independently
- Stay on task the whole time
- Use resources when you need them
- Get started straight away

Learning in Maths - Daily Review



Daily Review- 15-20 minutes

Review skills and concepts we have previously learnt:

- We all use a whiteboard
- "Chin it" "Bin it" "Park it"
- Have a go at every slide
- Tick your answers, fix your mistakes
- Stay on task

- Review of content already taught
- Mix of maths topics included
- Responsive to cohort data

Multiplication facts – $\times 4$



$10 \times 4 = 40$

$5 \times 4 = 20$

$8 \times 4 = 32$



$2 \times 4 = 8$

$6 \times 4 = 24$

$1 \times 4 = 4$

$3 \times 4 = 12$

$9 \times 4 = 36$

$4 \times 4 = 16$

$7 \times 4 = 28$

$19 \times 4 = 76$

$9 \times 40 = 360$

$40 \times 40 = 1600$



$353 \times 4 = 1412$

$47 \times 24 = 1128$

$359 \times 4 = 1436$



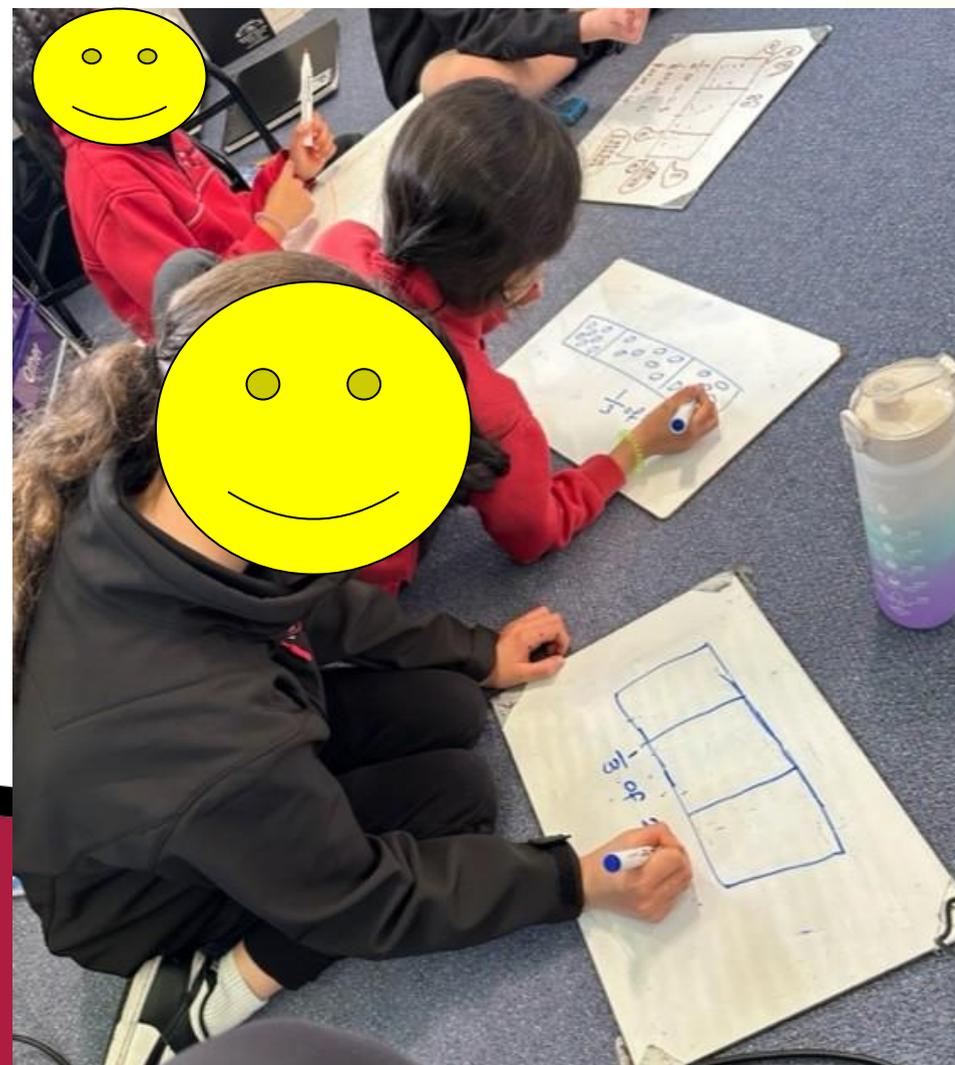
Learning without limits

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Learning in Maths - Explicit Teaching

New Content

- Main part of Maths lesson
- Teachers modelling, explaining and gradually releasing students to Independent Practise



Guided Practise- I DO, WE DO

Learn new skills and concepts:

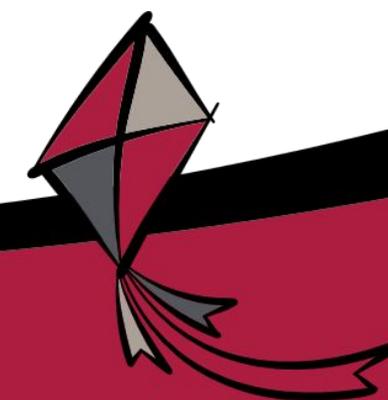
- Watch and listen to your teachers
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Independent Practise- YOU DO

Practise the new skill or concept you learnt:

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What learning looks like in Yr 5/6 - Specialist Subjects

Specialist Leaders 2 student leaders for each specialist area.

Physical Education

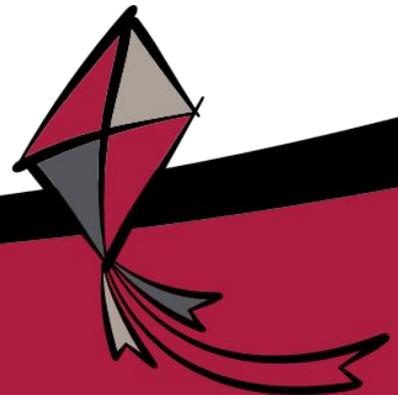
Technique/skills, Resilience and Teamwork

School Sporting events are staged across year. Intra and Inter-school competitions.

Auslan

Students are learning Auslan to build inclusive communication skills and respectfully engage with the Deaf community through everyday conversation.

- Connecting with Furlong Park School for Deaf Children as a penpal communication experience.
- Building our vocabulary through songs, games and activities.



What learning looks like in Yr 5/6 - Specialist Subjects

Visual Arts

Students will explore various themes throughout the year as a starting point for art making and expand their artistic skills such as exploring techniques and mediums, understanding colour theory, refining their brush skills and observation skills.

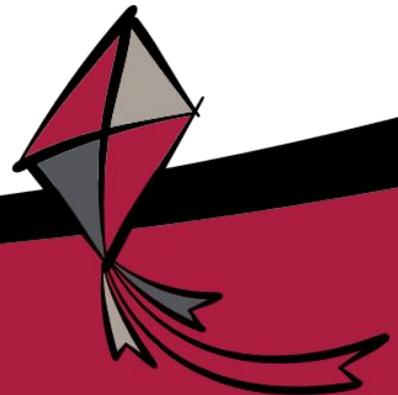
- Term 1 - Identity, Term 2 - Sculpture, Term 3 - Textiles and Term 4 - Printmaking.

STEM (Science, Technology, Engineering & Maths)

Students build a foundation of STEM skills and are encouraged to have a growth mindset as we learn from our mistakes. They:

- Explore different materials and joining techniques
- Learn more about coding and robotics.
- Apply maths and science concepts to problems using the engineering design process.

ENGINEERING DESIGN PROCESS



Special events and things to know...

Game Day Excursion - this week (56B Tues, 56A Weds, 56C Thurs)

Yr 5 NAPLAN - Term 1 in Week 7 & 8

School Photos – 13th March

Inter School Sport - Please action on Compass soon, AWAY game on 6th March

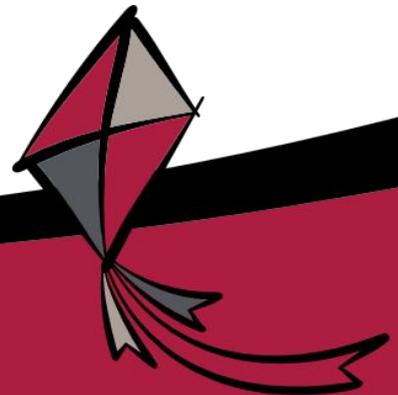
KPS Cross Country - Thurs 2nd April (more information to come via Compass)

Yr 5 Swimming - Mon 20th to Fri 24th July (towel, togs, wearing uniform)

KPS Athletics @ Sprint Craigieburn Thurs 14th May

Camp - Term 4 @ The Ranch

Graduation - Year 6s @ KPS date TBC



How you can support your child with learning at home

Reading & Mental Math Books

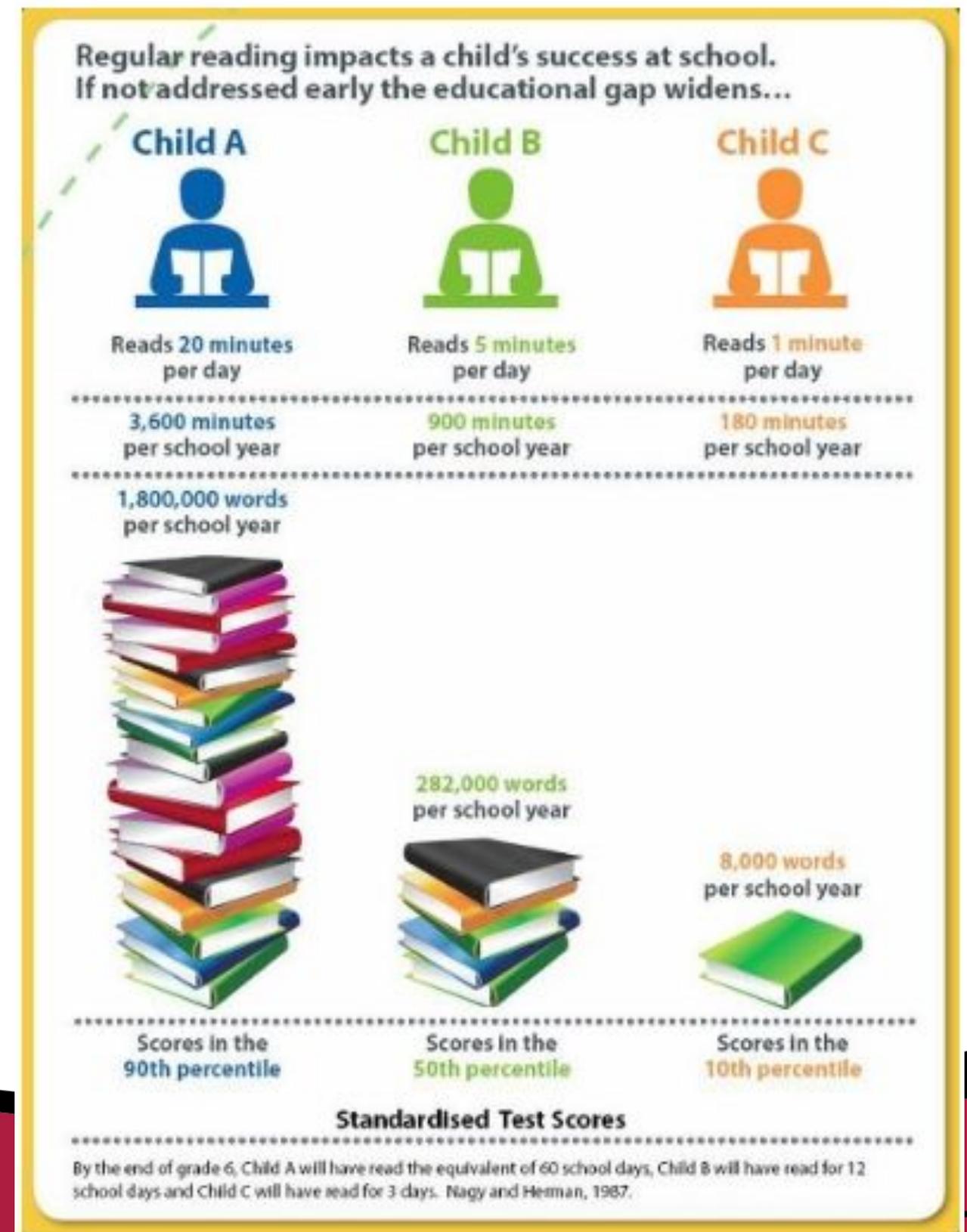
Regular practise at home***

Access to platforms

Math Fact Lab

Home learning project

One per term. Information shared in the Neighbourhood Term overview



How you can support your child with learning at school

Fruit snack & water bottles - Have prepared so easy to access and eat while continuing to focus during learning time. Water only.

Arrival times - Doors are open at 8:50am, learning start at 9am

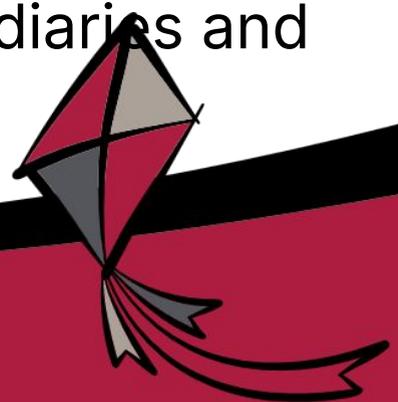
Medication - Asthma and Anaphylaxis

Phones and smartwatches - to the office on their way into school, collected at the end of the day.

Devices with cellular internet connection - if a cellular connection with calls/messages being received, device will not be able to be used. All parent communication is through the school office.

Library - On Wednesdays

Students will be provided with a clear 'take home' folder. This will contain library books, diaries and important notes.



Is there anything else you would like to know?



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