

# Grade 5/6 Parent Information Presentation ...

Term 1 2023

# MEET THE GRADE 5/6 TEAM!

Grade 5/6A: Mr Tyler Attwell and Mrs Jessica Winterton (Tuesdays)

Grade 5/6W: Ms Bronwyn Wallace and Mrs Robyn Lewry (Fridays)

Grade 5/6C: Mrs Hannah Collocott

Grade 5/6MW: Miss Meg Wiedermann



# SPECIALIST TIMETABLE FOR TERM 1

|                           | 5/6A              | 5/6MW             | 5/6C              | 5/6W              |
|---------------------------|-------------------|-------------------|-------------------|-------------------|
| <b>Sport</b>              | Monday 10:05am    | Monday 09:10am    | Thursday 12:25pm  | Tuesday 09:10am   |
| <b>Art</b>                | Monday 09:10am    | Tuesday 09:10am   | Monday 10:05am    | Thursday 12:25pm  |
| <b>Japanese</b>           | Thursday 12:25pm  | Monday 10:05am    | Tuesday 09:10am   | Monday 09:10am    |
| <b>Digital Technology</b> | Wednesday 12:15pm | Wednesday 09:10am | Wednesday 11:30am | Wednesday 09:55am |

# Take Home Books

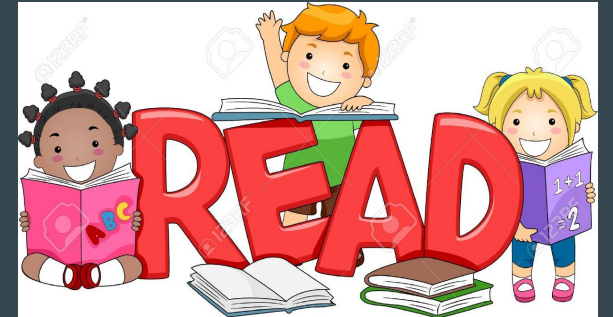
Students at Grade 5 & 6 level are continuing to develop as readers

Reading at home is extremely important in this process

Students have the opportunity each week to visit the library with their teacher and borrow books to have in their tubs at school, whilst also borrowing books to take home

If they are taking books home they need to be taken in a reader bag or somewhere else secure

‘Good fit’ books help develop fluency and a love of reading



# Homework

Students should be undertaking 10-20 minutes of reading at home each night

A booklet with some literacy and numeracy activities will be sent home weekly for the student to work on. This will be based on some content taught during that week or may require the students to do some extra research themselves

Homework will be distributed on Monday and collected the following Monday, allowing them a full 7 days to complete it





# Camp 2023

Where: Mt Evelyn Adventure Camp

When: Term 1  
March 22<sup>nd</sup> – March 24<sup>th</sup> (2 nights, 3 days)

## Adventure Camp Activities:

- Giant Swing
- Flying Fox
- Orienteering
- Hut Building
- Bush Cooking
- Crate Stack
- Bike Activities

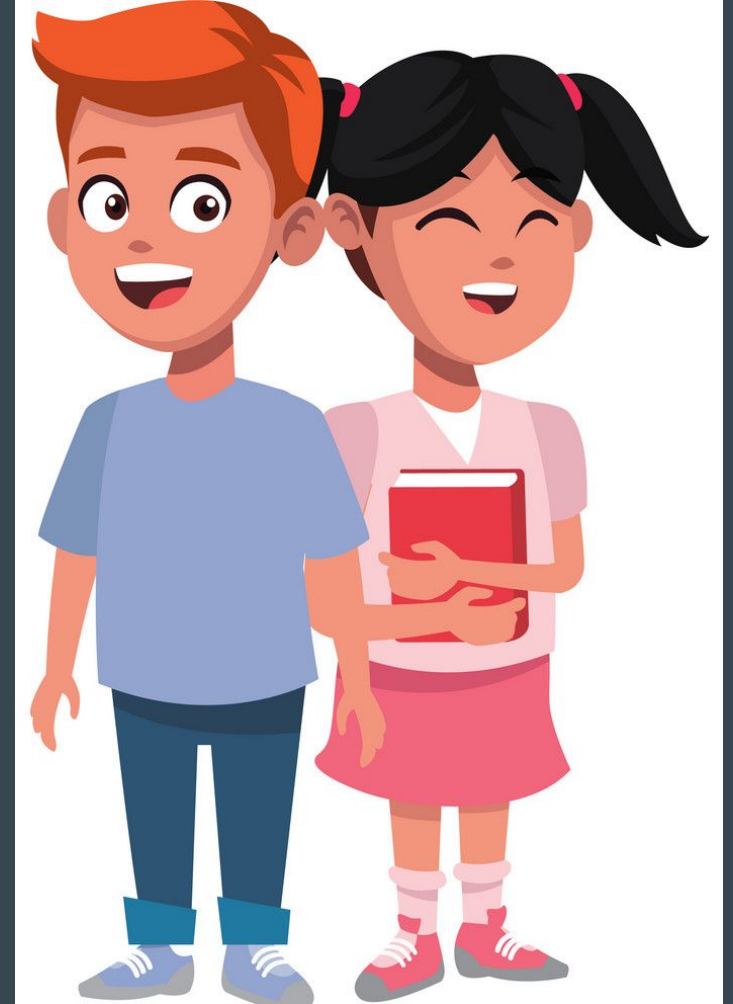


# Grade 6 Buddies

Buddies play sessions will be organised during the middle of Term 1.

- 1x Buddy activity session per week
- 1x Buddy lunch play time session per week

All grade 6 students will take a role in supporting our Foundation students to transition into our school community. It is a great privilege and responsibility for them to have as our school leaders.



# Religious Education

You have enrolled your child in a Catholic School.

In a Catholic school, your child is nurtured in an environment which engages with the Gospel teachings.

This includes

- Daily prayer
- Attendance at school Masses
- 3-4 lessons in Religious Education each week
- Sacrament of Confirmation (Gr. 6)


We follow the Diocesan Curriculum, “To Live in Christ Jesus”.

Learning is assessed and reported on, as for any other subject area.





# Whole School Approach to Positive Behaviours

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|  | <p><b>RESPECT</b></p> <p>A positive action or feeling shown towards someone or something.</p> | <p><b>RESILIENCE</b></p> <p>The ability to cope or 'bounce back' after encountering negative events, difficult situations or challenges</p> | <p><b>COMPASSION</b></p> <p>Sympathetic pity and concern for the suffering and misfortunes of others.</p> | <p><b>INCLUSIVENESS</b></p> <p>Including someone within a group or structure.</p> | <p><b>TEAMWORK</b></p> <p>When a group of people work together for a common cause.</p> |
|---|---|---|---|---|--|

- **All areas**
- **Learning areas**
- **Play areas**
- **In the Community**
  - Church
  - Excursions
  - Bus
  - Town

St Ita's follows a 'Whole School Approach to Positive Behaviour' (WSAPB).

WSAPB is an approach which promotes positive behaviours, creates safe and predictable learning environments so that the academic outcomes of our students are maximised.

These five whole school positive behaviours aim to ensure that there is consistent positive behaviours across the school from students, staff and the wider school community.

# Whole School Approach to Positive Behaviour (WSAPB)

## RESPECT



We care for our school and belongings

We take pride in our learning



We are responsible

*"So in everything, do to others what you would have them do to you" - Matthew 7:12*

## COMPASSION



We show love and kindness

We are forgiving

We help others



*"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." - Ephesians 4:32*

## RESILIENCE



We have a positive mindset

We bounce back

We try our best



*"Be strong and courageous... for the Lord your God is with you wherever you go" - Joshua 1:9*

## INCLUSIVENESS



We share our time and belongings

We are welcoming

We take turns



*"Honour all people. Love everyone!" - 1 Peter 2:17*

## TEAMWORK



We listen

We solve problems

We work together

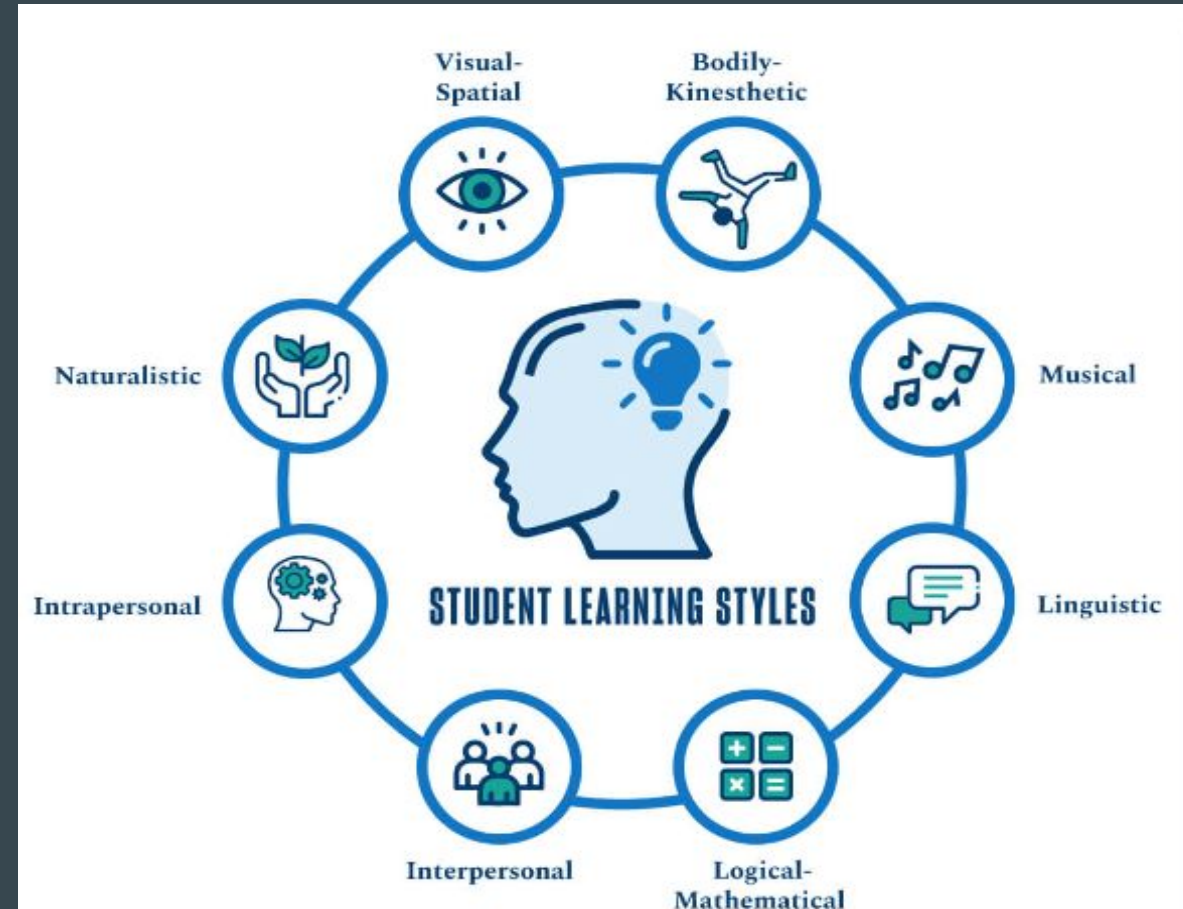


*"How good and pleasant it is when God's people live together in unity!" - Psalm 133:1*

# Differentiation in the Classroom and School Environment

As a Cohort in 5/6 we aim to tailor learning to target all students individual needs and varied learning styles, there is not one fit for all. It is paramount, that as teachers we encompass learning style and interests. As a class we ask questions about learning and studying styles, to help pinpoint the kinds of content that will meet the class's needs.

On commencement of the school year we begin with activities designed to discover the students interests, hobbies, likes and dislikes. This can include previous learning and projects they are most proud of.



# Differentiation and what it looks like in a classroom?

We as teachers, target different senses in and out of the class.

Visual, tactile, auditory and kinaesthetic senses knowing that we are all different and so too are our learning styles.

When students are given more options on how they can learn content, they take on more responsibility for their own learning.

Our aim is to scaffold students to allow and enable them to become curious, questioning, analyzing and passionate learners, working towards independence and taking ownership of their learning.



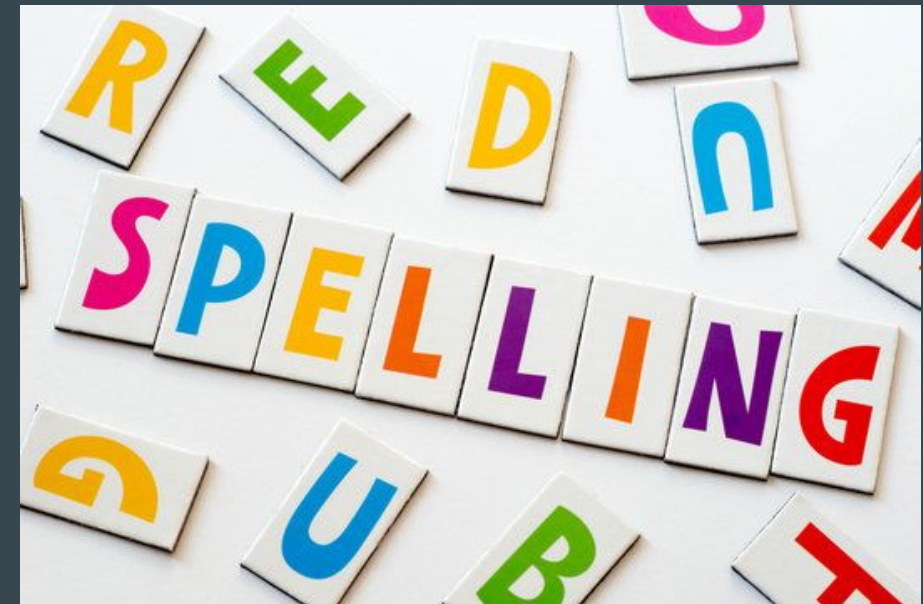


# Grade 5/6 Term 1 Spelling Program

This term in spelling, students will participate in a teacher-directed, student-centred approach to vocabulary growth and spelling development. Students will engage in a variety of sound, pattern and meaning activities, sorting pictures and words.

Students have already completed an assessment that enables teachers to assess, clearly identify and document each student's spelling stage, group students with common needs and tailor activities to improve students' spelling knowledge.

This approach allows for differentiated learning in the classroom, rather than a one-size-fits-all solution.



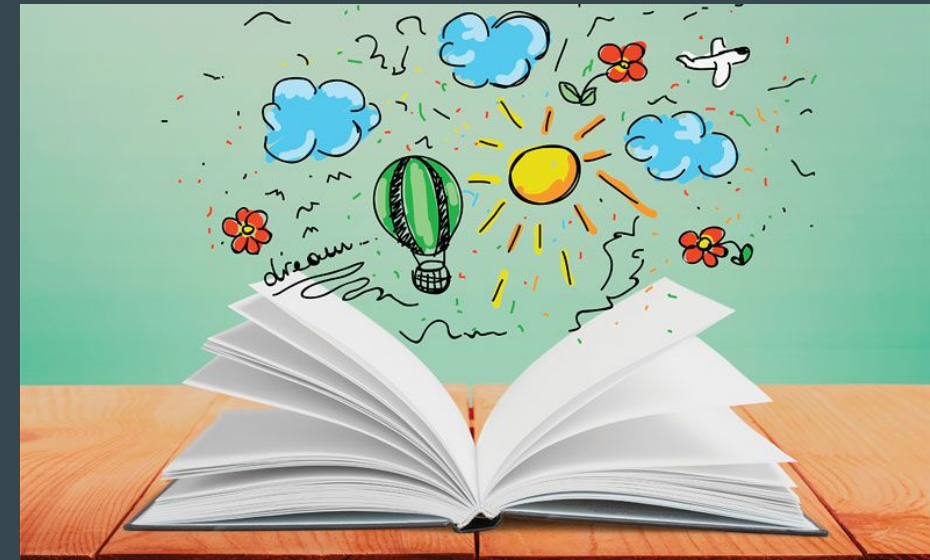


# Grade 5/6 Term 1 Reading Program

This term in Reading we will be focusing on comprehension strategies such as predicting, summarising what we have read, using out prior knowledge to make connections and making inferences.

We will also be focusing on reading accuracy and fluency, articulating words and using expression and tone when reading out loud.

We will run reading focus groups that allow students to learn at their appropriate level, and will explore a range of text types such as multimedia, novels, picture story books and articles.



# Writing Focus Term 1

## Persuasive Writing and Narrative Writing

### Persuasive Writing

We use persuasive writing to share our point of view with others.

We want the reader to agree with us!

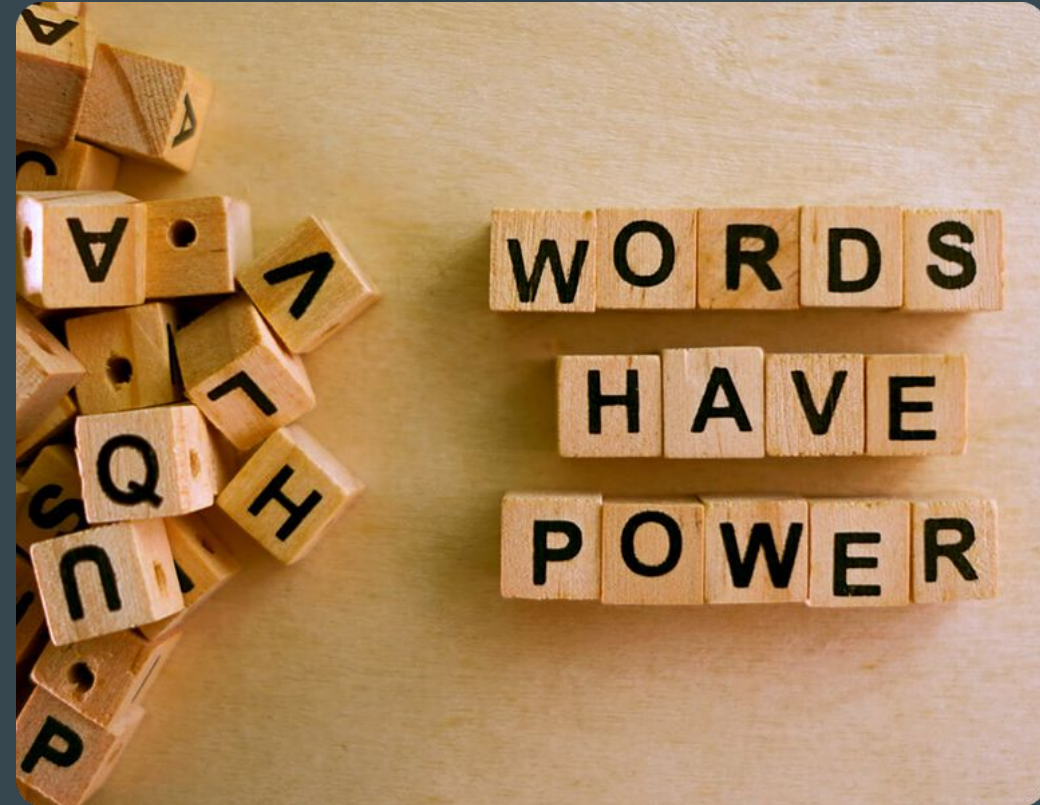


### Narrative & Story Writing

# Grade 5/6 Term 1 Writing Program

The purpose of persuasion in writing is to convince, motivate, or move readers toward a certain point of view, or opinion. The act of trying to persuade automatically implies more than one opinion on the subject can be argued.

The learning intention is for students to learn and understand the structure of a Persuasive text and become aware of the different platforms upon which Persuasive language and texts are used within each and everyday life. On completion of this unit of work students will be able to write and present a Persuasive text to the class using appropriate persuasive language and both body and oral presentation skills. As a parent you may notice your child's argument and convincing skills improving.....!!





# Grade 5/6 Term 1 Writing Program

Midway through the term we will be commencing our 2nd genre of writing, Narratives. Narrative writing is, essentially, story writing. A narrative can be fiction or nonfiction, and it can also occupy the space between these as a semi-autobiographical story, historical fiction, or a dramatized retelling of actual events.

## NARRATIVE WRITING



# Maths Term 1 Focussing on Whole Number Place Value and Fractions of a number

| Decimal Place Value Chart |                   |               |           |          |      |      |                 |              |            |            |                 |                    |            |
|---------------------------|-------------------|---------------|-----------|----------|------|------|-----------------|--------------|------------|------------|-----------------|--------------------|------------|
| Millions                  | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones | Decimal point ↓ | Tenths       | Hundredths | Thousandth | Ten-Thousandths | Hundred-Thousandth | Millionths |
| Whole part                |                   |               |           |          |      |      | •               | Decimal part |            |            |                 |                    |            |



# Grade 5/6 Term 1 Mathematics Program

During Math this term we will be firstly focussing on Place Value. How is place value used in everyday life? Place value helps us make decisions that are used in our daily lives; costs, weight, distances, time etc.

Place value is the value of each digit in a number. For example, the 5 in 350 represents 5 tens, or 50; however, the 5 in 5,006 represents 5 thousands, or 5,000. It is important that children understand that a digit's value is dependent on its place within a given number. We will also be exploring fractions within this unit and linking our knowledge of place value.

Assessments are an important part of our curriculum and help us gauge students' knowledge and identify misconceptions within learning areas. Students will be assessed before learning, during learning and after learning through tools such as MAI testing, Essential Assessment and PAT testing, which will cater to students' individual learning needs and identify areas of future focus and learning.

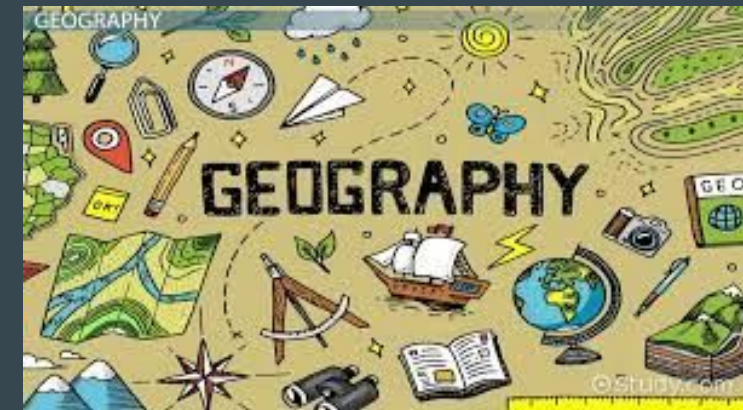


# Grade 5/6 Term 1 Integrated Program

**Respectful Relationships** - students will engage in interactive activities that focus on emotional literacy, personal strengths, problem solving skills and learning how to build trust, understanding, respect and positive communication with others.



**Geography** - we will focus on World and Australian Geography, looking at topics such as different types of land masses and geographical areas, map reading, and Australia's relationship and comparison to other countries in Europe, North America and Asia.



# Communication with parents

Class Dojo is our primary and preferred form of communication between families and school. Look out for posts from school with updates and pictures showcasing your child's learning.

Class Dojo is the best way to contact your child's teacher and the expectation is that teachers should reply to your message with 24 hours. Dojo is the best way to send important messages, absences, giving teachers updates or information about your child. Response times will most likely be outside of classroom times.

School reports and permission forms are now all digital and will be uploaded to PAM (Parent Access Module). You will receive a notification email with link to follow to access PAM when necessary.

Teachers can also be contacted on their school email:

5/6A- Tyler Attwell : [tattwell@stidrouin.catholic.edu.au](mailto:tattwell@stidrouin.catholic.edu.au)

5/6C- Hannah Collocott : [hcollocott@stidrouin.catholic.edu.au](mailto:hcollocott@stidrouin.catholic.edu.au)

5/6MW- Meg Wiedermann : [mwiedermann@stidrouin.catholic.edu.au](mailto:mwiedermann@stidrouin.catholic.edu.au)

5/6W - Bron Wallace : [bwallace@stidrouin.catholic.edu.au](mailto:bwallace@stidrouin.catholic.edu.au)



# Chromebooks

- Children must remember to abide by the user agreement at all times, includes bringing the device to school charged.
- The Chromebooks should remain a learning tool at all times – if your child enjoys gaming then we encourage them to use a different device or at least to limit the use each night
- If a child is in breach of their user agreement then we will remove the device from the child for a 48 hour period and then contact parents asking the child to re-read the user agreement and resign it.
- One thing to be aware of is the use of social media – generally we see the biggest issues on Chromebook coming in the form of social media – Facebook, Instagram, Tik Tok, Snapchat and also the chat function in online games.





# Personal Resources

Students may wish to use personal resources to support their learning, such as:

- Headphones
- Computer mouse
- Pencil case

Expectations:

- Students are responsible for the care of their own belongings
- Personal resources must be labelled
- They are to be used for educational purposes only





# Lunches

Rubbish free lunches where possible

Reusable containers (labelled please)

Paper over plastic

Fruit, easy to eat, non messy, non time consuming

We have fruit time straight after lunch, accompanied by some quiet reading.

