Dear Parents and Guardians,

We welcome Term 2 following a successful and enjoyable Term 1 for both students and teachers. Term 2 is filled with many challenges and exciting learning adventures. We look forward to continuing to build on the students’ knowledge and understanding across all areas of the curriculum. The beginning of this term has seen the students continue to show commitment and enthusiasm in their preparation for the National Assessment Program - Literacy and Numeracy (NAPLAN) tests. The students have upheld a positive attitude and put in a fantastic effort towards their studies so far. We are continuing to support and prepare them for the NAPLAN tests to be held at Seabrook Primary School on the 14th, 15th and 16th of May 2013.

UNIT OF INQUIRY

The second Unit of Inquiry will be investigated through the key concept of perspective exploring the central idea, “decisions are made in the context of social interactions”. This Unit is based on the transdisciplinary theme of “how we organise ourselves”, incorporating the PYP domain of Social Studies. It will also integrate the Victorian Essential Standards domains of Thinking, Civics and Citizenship and Interpersonal Development. The students will explore ways in which decisions can have an impact on themselves as well as the society or community that they live in.

Throughout this Unit of Inquiry, the following lines of inquiry will be investigated:

- The processes of decision-making.
- The impact that society has on decision making.

The students will endeavour to take action and make decisions based on their learning experiences for example; demonstrating thinking abilities and taking part in the decision of what secondary school they may attend in the near future.
Students are encouraged to take action by bringing artefacts from home related to each inquiry which can include items like; newspaper articles, posters, books, pamphlets, photographs or equipment that are related to our inquiry. In order to make this Unit of Inquiry as engaging as possible, we ask our parents and school community to discuss their personal knowledge and experiences relating to this inquiry at home. Discussing this inquiry at home promotes a stronger link with your child and their learning. This means interacting or communicating with people from the community, on both a local and global scale who are willing to share and talk about their experiences and knowledge. If you have a story to tell, please contact one of the grade 5 teachers, as your experiences are a valuable resource in our students’ learning.

As always, our English and Mathematics programs will be integrated into our Unit of Inquiry where possible. This assists students to delve deeply into their learning in meaningful ways. The delivery of curriculum areas will vary from whole class to small group and individual targeted lessons, with student goal setting and reflection still being an emphasis for focusing future learning and development.

We would like to kindly welcome Mrs Ying to the grade five team this year. Mrs Ying will be taking small groups focusing on extended Numeracy strategies.

Underpinning all the work we do is the constant conversation and implementation of the PYP learner profile and attitudes together with the development and practice of the PYP transdisciplinary skills. It is these attitudes, values and skills that we believe contribute to a greater depth of learning.

LITERACY

Reading comprehension continues to be a focus for the year five students this term. They are now confident and mostly independent in their choice of literature to read during independent, focused reading sessions. They have been guided and explicitly shown strategies in identifying “just right” literature to suit their reading abilities and interests. Students are also demonstrating confidence in utilising our classroom libraries and are continually being encouraged to make use of the school and local libraries as another way of selecting books that are of interest to them. Through this process, we hope that the children develop a love for good literature thus building their world knowledge as readers. Students continue to show enthusiasm for Read Aloud and are being encouraged to be aware of the questions they construct in their mind when listening or reading by themselves.
Through student conferences, teachers and students together collaboratively set literacy goals according to individual students needs. We also utilise the Victorian Essential Learning Standards and Western Australian first steps continuums for planning and assessment to track student progress and identify the next area of learning that they will work towards. Evidence of this progress will be displayed in student books and in particular the portfolios.

The writing process will focus on persuasive writing as we prepare for NAPLAN. The students are guided through the planning process of writing a persuasive argument and explicitly taught elements of the text structure required to write a successful persuasive. Proof reading and editing are also essential components of the writing process.

NUMERACY

The students will be working in the areas of Number, Space, Measurement, Chance and Data, Structure and Working Mathematically. The initial focus of numeracy will be highly centered on the preparation for NAPLAN. It is very important that our children have a deep and thorough knowledge of the basic number facts using the four operations (addition, subtraction, multiplication and division), including the multiplication tables.

The grade five students will continue to develop mental computation strategies and the ability to solve mathematical problems in their brain in a number of different ways. As with many things, there are often a number of different ways a mathematical problem can be solved. Students will be encouraged to be risk takers when attempting to solve new problems and work cooperatively in small group situations. They are given encouragement to be thinkers, principled and reflective in their work.

In the grade five area we will continue to utilise the following strategies to identify students understanding of concepts such as;

- automatic response tasks, aimed at improving fluency of mental computation
- open-ended problem solving tasks through explicit goal setting
- Mathletics and other online resources.
- Measuring progress: Mathematics on demand Through these elements students’ learning in mathematics will be tracked and individual goals will be developed in order to assist student progress according to their needs. The next Unit of inquiry is an Art focused inquiry that centers on the idea that “The Arts are a creative expression and interpretation of the world”. It is the third Unit of Inquiry for grade five. The lines of inquiry are:
• Definition of the arts.

• Creation of The Arts is influenced by culture and personal experience. * Feelings and ideas are conveyed through The Arts.

This Unit will be explored through the concept of reflection. The Inquiry has a domain and dimension focus within the PYP and VELS of The Arts (Visual Art), Communication, ICT and Personal Learning. We will continue to implement the Primary Years Program attitudes including creativity and enthusiasm. The student learner profile of being a communicator and reflective is a constant goal for both year five students and staff. A positive attitude towards teaching and learning in the classroom environment is continually encouraged.

Students have the opportunity to build confidence in their computer skills and knowledge through information and communications technology in our second and third Units of Inquiry in Term 2. ICT will be used for problem solving, researching, expressing ideas and presenting information to different audiences. ICT is incorporated across the curriculum in all subject areas and will be assessed as part of the reporting process.

We are looking forward to another terrific term. We are eager to assist your child in their growth and learning at Seabrook Primary School. Please contact us at any time if you have any questions.

Thank you for your continued support.

Nikki Lockwood, Dolores Giordimaina, Aaron Chaston, Pauline Hibbert, Jay Basa, Ronika Raju and Mrs Ying.

Grade 5 Team
The children will make art works in the art forms of drawing, collage, textiles and painting. The children will identify and describe the use of art elements (e.g. line, shape, colour etc.) principles (e.g. repetition, pattern, symmetry etc.) and the expressive qualities of art works.

The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This term there will be a particular emphasis on being:

- Principled. They will work with integrity and honesty. They will take responsibility for their own actions including working to the very best of their ability on all art projects and showing respect for other children and the class.
- Risk-takers. In art the children will approach new and unfamiliar work with courage and show independence to explore new ideas.

The children will look at the work of Australian illustrators and discuss the design of these works. The children will compare the work of these illustrators with artist working in similar mediums and using similar styles. From a PYP global perspective the children will create an art work based on the culture of people from another country, they will work and manipulate in a 3 dimensional media to construct to suit a particular function.

Paul Cochran

At Level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and tools to plan, develop, refine, make and present arts works. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realize intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

During term two the focus in art will be the PYP Unit of Inquiry – “How We Express Ourselves”, Central Idea: The Arts are a creative expression and interpretation of the world. This inquiry will commence with an excursion to the National Gallery of Victoria. We will then undertake a range of 2D and 3D activities inspired by several key paintings from this exhibition allowing us to explore a variety of arts styles influenced by different periods and cultures.
ITALIAN – Ros Savoia, Paula Thomson & Laura Di Sisto

This term in Italian, the children will focus their language and cultural learning on Numbers, the Calendar and Time, and Famous Italian Artists. Students will be exposed to a lot of related phrasing and vocabulary to do with the topics. Various oral and written language tasks and activities, oral counting games, performing actions and writing and speaking in the language will allow the students to develop many varied and appropriate phrases, vocabulary and facts to do with Time and Italian artists. Previously learnt language and current vocabulary will be used to determine new meanings and English derivatives. The students will learn to recognise familiar words and identify some common elements in the language that differ from, or are similar to English.

HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term two, the grade five children will continue to practice basic Fundamental Motor Skills, as well as Gymnastic (Static activities) and Dance. They will participate individually, in partner and group based activities.

- Children will learn and practice Static Gymnastic activities e.g. handstands on the wall, partner supports and small group pyramids.
- As part of their Inquiry on “How we express ourselves”, children will be linking to this in Phys.ed by doing a unit on Dance. We have a Dance teacher coming to do a four week program and as an extension, some students will have the opportunity to teach what they have learnt to other year levels (Grade 6’s and maybe grade 3/4’s). This will be one way they can take some positive action and be a fun experience for them.
- Children will have the opportunity to participate in the District Cross Country Sports Day.
- As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.