Dear Parents and Guardians,

We welcome Term 3, which promises to be an eventful term with many exciting learning experiences. Term 3 will see students and teachers continuing to build on students’ knowledge and understanding through an inquiry based curriculum. The student led conferences at the end of Term 2 were a fantastic opportunity for parents, students and teachers to get together to celebrate the wonderful work and achievements of the students, who confidently presented their portfolios and their learning.

UNIT OF INQUIRY

Inquiry #4

Students will explore the PYP strand of social studies through the transdisciplinary theme of ‘sharing the planet’. The key concepts that drive the inquiry are ‘causation’, ‘connection’ and ‘responsibility’. The students will build knowledge and understanding through the following lines of inquiry;

- The rights and responsibilities of human beings.
- The world’s resources are unevenly distributed.

Students will have opportunities to express themselves and their opinions through the summative assessment task. They will be required to create a document for a non-profit organisation. This document will outline their charity’s vision and principles. This task will aim to promote awareness for a global issue of their choice. They will also be able to prepare a debate, demonstrating their capacity to articulate rights and responsibilities of human beings from different points of view.

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. 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 knowledge to share, please contact one of the grade 5 teachers, as your experiences are a valuable resource in our students’ learning.
Inquiry #5

The fifth inquiry, ‘People move to and stay in areas for a variety of reasons’ begins in term 3 and will be completed in term 4. This is an inquiry based on the AusVELS domains of geography and history.

For the summative assessment task, the grade five students are using either an ICT program called Photo Story 3 or iMovie and podcasting to assist them in presenting the history of their own families’ migration journey. Using these programs, as tools will assist students in presenting their summative assessment task, which is a collaboration of the knowledge and skills they will gain about migration throughout the unit of inquiry. We would like to thank all the parents in advance for supporting their child in discovering and researching the family migration journey. It is truly wonderful to learn about our students’ origins and reasons for choosing Australia as the place they call home.

The grade five team would also like to encourage all parents who are interested in coming in to share their knowledge and experiences with the grade five students. We would like to learn about your own migration journey. We value all parents who are willing to offer their experiences as a primary resource.

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.

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 and writing continue to be an important focus for the year five students this term. Students are working together to expand their reading opportunities by borrowing books on a regular basis. They are still being encouraged to make use of the school and local libraries as another way of selecting books that are of interest to them. During this second semester of the year, students and teachers will constantly revisit and reset students’ learning goals alongside the AusVELS (Australian, Victorian Essential Learning Standards) and Western Australian First Steps Continuums for planning and assessment. The goals and work in portfolios will be used to track student progress and identify the next area of learning that they will work towards.

The writing process will focus on a variety of genres that will coincide with the units of inquiry. The following writing genres will be explored through literacy this term; Explanation, Exposition, Folktale, Narrative and Story Boards will be explored this term. The students will be shown the process of writing in these styles and will be explicitly taught the elements required.

NUMERACY

This term, the students will be working in the areas of fractions, scaffolding numeracy, money and time. All numeracy tasks are linked to the units of inquiry being studied at the time. 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 and these will therefore be revised constantly. Teachers are planning to work with students to further extend their knowledge in the area they are currently working on in numeracy.

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 and PAT online.

Through these elements students’ learning in mathematics will be tracked and individual goals will be constantly revisited and reset in order to assist student progress according to their needs. Students will be encouraged to be risk takers and work confidently on all mathematics tasks.
NEXT TERM

Students will continue to inquire through the transdisciplinary theme of ‘where we are in place and time’. The central idea for this inquiry is; ‘People move to and stay in areas for a variety of reasons’. Students will be encouraged to think about the factors that cause population growth and why people settle where they do. They will be inquiring into their own family history and how they came to live in Australia.

A proposed excursion to the Immigration Museum is anticipated as a rich primary resource for students as well as a camp to Sovereign Hill in October. Students will have the continued opportunity to build confidence in their computer skills and knowledge through information and communications technology in the fourth and fifth units of inquiry. ICT will be used for problem solving, researching, expressing ideas and presenting information to different audiences.

The final inquiry’s central idea, ‘Energy is converted and stored in various ways to support human progress’ will be closely investigated through the transdisciplinary theme of ‘How the World Works’. Students will be encouraged to consider our responsibilities as global citizens and how change is universal and inevitable, through a number of different concepts.

We are looking forward to another terrific term and assisting 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.

Aaron Chaston, Jay Basa, Pauline Hibbert & Ronika Raju

Grade 5 Team
ART
Julie Comer

The children will create art works in a range of mediums including multi-media works. Through exploring and responding, the children will begin to develop a vocabulary of appropriate arts language they can use to describe and discuss the qualities and content of their own and other people’s art works. The children will make art works that communicate experiences and observation of the environment around them. The children will plan art works and then select and use the appropriate skills processes and materials.

The children will be encouraged to display the qualities of all aspects of the Primary Years Program Learner Profile and in particular to be:

- Responsible: The children will be asked to take responsibility for their art learning making decisions about how they will create their art work and the choices they will make using art skills and developing creativity. During discussions about artwork they will be expected to be caring by showing empathy, compassion and respect towards the needs and feelings of others.
- Inquirers: The children will be provided with an environment where they can enjoy their learning and be encouraged to be naturally curious about the activities they are undertaking. They will be expected to develop their artwork in their own individual style.

The children will be exploring selected books from this year’s short-listed titles for the Australian 2013 Children’s Book Council Awards and creating associated art works. This year’s theme is Read Across the Universe so as well as creating artworks a reading rich culture will be promoted.

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.

In term three we will link into the 2013 Book Week theme- ‘Read Across the Universe’. The students will read and discuss the short-listed picture story book “Tanglewood” by Margaret Wild, written for older students, and then undertake a three dimensional construction activity using armature wire.
ITALIAN – Ros Savoia

This term in Italian, the children will focus their language and cultural learning on Italian Immigrants in Australia. Students will be exposed to a lot of related history and important facts to do with the topic. Various oral and written language tasks and activities, performing role plays and writing and speaking in the language will allow the students to develop many varied and appropriate phrases, vocabulary and facts to do with Italian Immigrants in Australia. Previously learnt language and current vocabulary will be used to determine new meanings and English derivatives. The students will learn to recognise relevant dates and facts important to the history of Australia and the contribution the Italian people/culture have made to Australia.

HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term three, the grade five students will refine and expand their range of motor skills. Through modified and major games (for example, games with modified rules, equipment and playing field), students begin to apply their skills in sport-specific settings. Students will participate in a range of activities that promote health-related fitness.

During our gymnastics unit, students will focus on springing and landing. Some of the activities will include jumping from a springboard to a mat. Students will also explore rhythmic gymnastics through the use of a variety of equipment.

Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump and long/triple jump. In some cases, modified equipment will be used.

Students will also be given the opportunity to participate in a School House team Athletics Day and have the opportunity to represent the school in District Athletics.

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 students work and participate in Physical Education sessions.