Dear Parents and Guardians,

Welcome to Term 4. Firstly we would like to congratulate all students on their fantastic NAPLAN results, we are very proud of the confidence they showed and their efforts. We have come to the final term of 2013 where many exciting events will take place such as; two new units of inquiry, grade five camp, guest speakers and the annual Christmas Carols.

The grade fives have made a smooth transition back into their learning, and the teachers have been able to see the amazing growth, development and progress that students have made. Students’ learning will be tracked and individual goals will continue to be revisited and reset in order to assist student progress according to their needs.

**INQUIRY #5**

Term 4, will see students continue the 5th inquiry ‘People move to and stay in areas for a variety of reasons’. 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 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.
INQUIRY #6

The final unit of inquiry for 2013 is, ‘Energy is converted and stored in various ways’, is a science based unit and will commence nearly half way through the term. For the summative assessment task, students will be required to build a machine that demonstrates their understanding of how things work. They will also write a formal science report, following the scientific process.

They will demonstrate their understanding of how energy works when presenting their projects to the students at Seabrook Primary School at the grade 5 Science Fair. This event will be held towards the end of Term 4. In order for students to build a machine that works they need to be independent researchers and absorb the information that will be provided to them through the many primary resources that are available, such as guest speakers.

LITERACY

Reading and writing continues to be an important focus for the year fives. Students were extremely successful in the Victorian Premiers Reading Challenge, where they demonstrated their enthusiasm for reading and the PYP values in reaching their goals.

The text types that students will focus on in term 4 will be closely linked to inquiries 5 and 6. Students will unpack the elements of narratives and will further develop their factual writing skills in preparation for verbal debating. Students and teachers will continue to revisit and reset student learning goals alongside the ausVELS and Western Australian First Steps Continuums for planning and assessment. The reading focus for this term will be making connections through questioning and inferring meaning from a wide range of texts. The students will explore how to use visual and word clues to understand the underlying meaning when it is not immediately obvious.

NUMERACY

In Numeracy, students will be working in the areas of economics, money, graphing and data, mapping, problem solving and number. These numeracy concepts will be taught in connection with the last two inquiries. 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.

We will continue to utilise the following to identify students’ understandings; • automatic response tasks, aimed at improving fluency of mental computation • open-ended problem solving tasks • Mathletics and other online resources. • Measuring progress: Mathematics on demand testing
Students will be encouraged to be risk takers and work confidently on all mathematics tasks. Students will continue to build confidence in their ICT skills and knowledge, which will be assessed as part of the reporting process. ICT will be used for problem solving, researching, expressing ideas, recording and presenting information to different audiences. Interactive Whiteboards and data projectors are incorporated across the curriculum in all subject areas. We will continue to encourage your child to strive in reaching their full potential for the remainder of this year.

The grade five team has thoroughly enjoyed teaching the wonderful students and we wish them all the very best for their future learning in 2013.

Please contact us at any time if you have any questions. Thank you for your continued support.

Jay Basa, Aaron Chaston, Pauline Hibbert,
Ronika Raju

Grade 5 Team
ART
Julie Comer

The children will create art works in the art forms of drawing, construction and collage. The children will develop art works that communicate experience and observation of the environment around them. They will plan their art works and then select and use the appropriate skills, processes and materials. They will also be engaged in discussions and written reflections where they can express and compare personal opinions about art works. The children will also be using their creativity to develop art works related to festivities and celebrations such as Christmas.

The children will be encouraged to display the qualities of all aspects of the Primary Years Program, Learner Profile and in particular to be: Communicators. The children will be involved in discussions in the art room related to art development and art appreciation as well as the understandings they are developing in relation to their PYP classroom unit of inquiry. The children will be encouraged to participate in discussions to express their ideas. They will be encouraged to speak confidently using the new “art” words and language that they have been exposed to. The children will be working in an environment that encourages them to be confident speakers and effective listeners.

Reflective. Having been exposed to a range of quality learning experiences and opportunities in each art activity the children will be asked to give careful thought to their work and then assess what they believe are the strengths and successes they have displayed as well as their thoughts for what they might do differently. The purpose of this being to develop in children responsibility for their own learning in art. It is an opportunity to celebrate successes and to support personal development.

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 early term four we will explore the Year Five PYP Unit of Inquiry- ‘People move to and stay in areas for a variety of reasons’. After reading ‘Home and Away’ by John Marsden, the students will create a collage called “Fragments” with the students designing and creating 2D & 3D pieces representing the possessions of a refugee.

We will conclude the year with a Christmas craft activity suitable for all students, involving a number of tools and materials unfamiliar to our grade fives.
ITALIAN – Ros Savoia

This term in Italian, the children will focus their language and cultural learning on Italy - the country. Students will be exposed to a lot of related physical features and important facts to do with the topic. Various oral and written language tasks and activities, locating, researching, writing and speaking in the language will allow the students to develop many varied and appropriate phrases, vocabulary and facts to do with Italy and its location. Previously learnt language and current vocabulary will be used to determine new meanings and English derivatives. The students will learn to recognise relevant cities, regions, landmarks and facts important to the history of Italy and the Italian people/culture.

HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term four, the year five students will continue to refine and expand their range of skills including, throwing, catching and striking. The main focus will be on two-handed striking and stick spots (eg; hockey, golf and cricket, soft cross) and a punting unit (AFL based).

Students will explore and improve their striking and two handed techniques using a variety of sports/activities like hockey, cricket, soft cross, badminton and golf. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target, stepping with the opposite foot to that of the striking hand/arm, sequential hip to shoulder rotation during the strike and following through towards the target around the body. They will complete passing, dribbling, shooting, carrying, scooping, trapping, hitting and catching skills connected to each area.

Children will participate in a range of kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height, stepping forward with the non-kicking leg and bending the knee of the kicking leg during the backswing for the kick/punt. Students will explore a range of kick types (drop punt, torpedo, check side and snap kicks) as well as practicing using both feet to kick with.

Students will also have an opportunity to participate in a Kanga 8’s competition.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile.