Dear Parents and Guardians,

Welcome to Term 1, 2015 where it is already proving to be another exciting term at Seabrook! We hope you had an enjoyable and restful summer break with your families and friends and are enjoying the start of the new school year. We are looking forward to a terrific term, working closely with your child and you. We welcome a number of new students and teachers to Grade 5 and are very pleased with how well they have settled in at Seabrook. We would also like to welcome teachers Miss Payne, Mr Vivoda and Mrs Prowd to the Grade 5 Learning Community.

We are continuing our successful Primary Years Program (PYP) journey at Seabrook this year. In the PYP, students use the inquiry process to seek answers to questions that they have posed about particular concepts. The concept that will be driving our first Unit of Inquiry is “responsibility”, the understanding that people make choices based on their understandings, and the actions they take as a result do make a difference. We will explore the central idea of this inquiry: “Our thoughts and actions affect the way we feel.” Students will inquire into the thoughts and thinking that affect well-being, how actions can make a difference and socially responsible choices.

We will be integrating our English and Mathematics programs into this Unit of Inquiry, together with the ausVELS domains of Personal Learning and Communication. The delivery of these 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 future learning and development.

**ENGLISH**

Our English Continua will be used to track and guide students in their learning journeys in all areas of the English Curriculum (Reading and Viewing, Writing and Speaking and Listening) according to their individual needs. Our English program this term will focus on reading and writing skills and strategies in preparation for the National Assessment Program Literacy and Numeracy (NAPLAN) tests in May.

In reading, the whole class focus will be on developing a love of reading for pleasure and also necessity. Students will revise and consolidate reading skills such as comprehension, fluency, vocabulary, and text selection to ensure effective reading progression. Students will be reading about and investigating areas related to our inquiry, as well as reading a broad range of text types and genres.

In writing, the whole class focus will be on developing skills in persuasive and narrative writing techniques, such as text structure, using emotive language, presenting an argument, developing a topic with supporting evidence, characterisation, plot and story resolution.

In spelling, students will increase their bank of known words and their knowledge and understanding of a variety of spelling strategies. For example sounding out, phonemic patterns, mnemonics, etc. Students will use these strategies to practice their spelling words at school and at home on a regular basis.

**Curriculum Priorities**

- English
- Maths
- Health and Well-being
In the area of speaking and listening, students will be supported to extend their ability to communicate and interact with others, including peers and staff, through artefact contributions and whole class and small group discussions. Literacy skills will be developed through a variety of learning experiences such as:

- explicit skills teaching via mini-lessons
- Targeted literacy groups
- Daily individual reading, writing, spelling, speaking and listening
- Goal setting and reflection
- Sustained independent reading both at school and at home

**MATHEMATICS**

Our Mathematics program will cover concepts from the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. The focus initially will be on preparing 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) up to at least 1000, including the multiplication (times) tables. Knowing how to tell the time using both analogue and digital clock faces, understanding calendars and 24 hour time, decimals, fractions and percentages and 2D and 3D shapes are also mathematical understandings that we will be exploring in the coming weeks. We also encourage our children to use concrete materials like counters, MAB and unifix cubes, clocks and actual shapes to assist them in developing a solid understanding of mathematical concepts. These skills will be developed through a variety of learning experiences such as:

- Explicit skills teaching
- Hands-on activities
- Automatic response tasks, aimed at improving fluency
- Open-ended problem solving activities

**MATHLETICS**

Together with our academic programs and our commitment to internationalism, we encourage our students to demonstrate the PYP Attitudes and the Learner Profile attributes on a daily basis. We, along with all staff, also model these daily. Students have been working on their understandings of the Attitudes and Learner Profile in order to establish a better understanding of school routines and learning experiences. For the past few weeks, students have been involved in, “Learning How to Learn”, encompassing how best they learn, enabling classes to establish their Essential Agreements in areas such as effective learning and study practices, classroom behaviour, friendships and classroom routines. Students will set goals using the learning continua, ausVELS and other resources. They will also identify strategies that they will be using to achieve their stated goals. Brain friendly practices continue to be a daily focus at Seabrook. Students are encouraged to rehydrate by drinking water throughout the day as well as eating healthy foods such as fresh and dried fruit and vegetables. Please encourage your child to bring a water bottle to school every day.

Of course, it is essential that all children eat a nutritious breakfast to facilitate learning and provide energy to make the most of our rigorous curriculum. Walking, physical activity including jogging, stretching and quick breaks during working sessions will be offered, to sustain higher order thinking and working efforts.

Mind mapping continues to be a platform for learning. The use of graphic organisers such as De Bono’s DATT (Direct Attention Thinking Tools) and Thinking Hats, Y-charts and Venn diagrams are used to support learning. The children reflect on their work regularly with the portfolio showcasing some of the student’s chosen learning.

Home learning for students in Grade 5 should take approximately 45 minutes per night. This term, it will consist of a variety of tasks. Students are expected to read for at least 20 - 30 minutes outside of school every day, including weekends. They will also be expected to complete a range of Literacy, Numeracy and Inquiry learning experiences. Each class will complete an essential agreement that will set the expectations for home learning for the year.
Another exciting addition to the year is the student diaries. These will offer students the opportunity to become more independent and responsible for communication between parents and teachers as well as their own learning. The grade five team would greatly appreciate the support of all parents by checking and signing their child’s diary on a fortnightly basis.

Grade 5 students are currently participating in the specialist classes of Physical Education (P.E.) with Blair Ganley and David Trott, Art with Pamela Tsigros and Paul Cochran and LOTE (Italian) with Ros Savoia. This year library sessions will be guided by each classroom teacher with support from Raelene Gramsbergen.

**NATIONAL ASSESSMENT PROGRAM - Literacy and Numeracy (NAPLAN)**
The 2015 NAPLAN dates are as follows:
- Tuesday 12th May Language Conventions - spelling, grammar and punctuation (40 minutes); and Writing - narrative or persuasive text (40 minutes)
- Wednesday 13th May Reading (50 minutes).
- Thursday 14th May Numeracy - number, algebra, space, pattern and measurement, chance and data (50 minutes)

**E-LEARNING**
Students will be shown how to use the different learning spaces available. Students will have the opportunity to design their own spaces where they can showcase their learning. Students will be exposed to a range of ICT skills that support their unit of inquiry. They will be encouraged to use different media software where they can express their ideas thoughts or concerns. With the Mac books program continuing this year teachers and students will extend the learning journey by using both platforms. Students will be given opportunities and choices in a range of applications to support their learning tasks. Along with Mathletics, students have been introduced to Reading Eggs, an excellent reading program that will have students engaged and showing enthusiasm toward their learning.

We look forward to an exciting term! Please contact us at any time if you have any questions. Thank you for your support.

**2015 Diary Dates**

**February**
- 10: Parent get-to-know-you information evening
- 11: Parent get-to-know-you information evening
- 18: Guest Speaker presentation

**March**
- 19: PYP Community Night

**May**
- 12: NAPLAN
- 13: NAPLAN
- 14: NAPLAN

**October**
- 21: Sovereign Hill Camp
- 22: Sovereign Hill Camp
- 23: Sovereign Hill Camp

Dates to be confirmed:
National Gallery of Victoria visit and Laverton Brain Dissection.

**Jay Basa, Aaron Chaston, Nikki Lockwood, Kristen Payne, Erin Pround, and Alex Vivoda**

Grade 5 Team
ITALIAN – Ros Savoia

This term in Italian, the children will focus their language learning on “Greetings and Feelings”. Students will be introduced to the vocabulary, questions and phrases relating to the emotions inquiry. Various oral language games, visual displays and activities, dramatization, performing actions and writing in the language will allow the students to develop strategies for memorisation and comprehension of the new vocabulary and sentence structures. Previously learnt language and current vocabulary will be used to determine new meanings, and description. The students 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 one, the grade five children will be introduced to a variety of Fundamental Motor Skill activities. The focus will be on running, throwing, catching, bouncing and two-handed striking. These skills will be practiced using various games and sports. Through modified major games (for example, games with modified rules, equipment, playing field, length of game or numbers on a team such as modified basketball), students will begin to apply their skills in sport-specific settings. They will explore game tactics such as: introducing the concepts of attack and defence and describing the roles of various positions. Children will participate individually and in partner and group based activities. A major focus will be on integrating a fitness component into all sessions.

Children will have the opportunity to participate in school swimming trials and a district swimming carnival.

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.
ART
Pamela Tsigros  AV, KP

Progressing towards Level 6, 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. Through their arts works, they communicate ideas and understandings about themselves as well as others, incorporating influences from their own in addition to other cultures or times. They evaluate the effectiveness of their arts works then make changes to realise intended aims. They consider purpose and suitability as when they plan to prepare arts works for presentation to a variety of audiences.

During term one, students will focus on art elements such as line, shape, colour, pattern and texture, and combine these with art principles such as rhythm and movement to create art works. Using knowledge of recognised artists as inspiration, students will explore the skills, techniques and processes associated with cultural and/or historical features of selected art works, and use this to communicate their ideas in their own art works. Students will identify key features of art works from different times and cultures through the study of artists such as Pablo Picasso and Wassily Kandinsky.

Paul Cochran  EP, JB, AC

Key Objectives:
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 one the focus in art will be the exploration of the art elements/principles of line, shape, space and colour. ‘Personal portraits’ using charcoal and shading will form the basis for our activities exploring the PYP Unit of Inquiry- Central Idea: “Our Thoughts and feelings affect the way we feel”. Australian artist John Brack’s self-portrait will form the inspiration for our work.