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 process to be held at Seabrook Primary School on the 10th, 11th and 12th of May 2016.

ENGLISH

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’ books 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. The grade 5 students have had a big focus on QAR strategies, whether or not finding the answers may be ‘right there’ in the text, or if they need to ‘think and search’ through the text. Students have also identified answers using strategies of ‘author and me’ and ‘on my own’, where they not only use clues and evidence from the text, but also need to use their prior knowledge and experiences to conclude to an answer.

Through student conferences, teachers and students collaboratively set literacy goals according to individual students needs. We also utilise the ausVELS and Progressive Achievement Tests 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 and narrative writing during the preparation 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, as well as narrative writing skills that aim to engage the reader through thoughtful story ideas, absorbing vocabulary and well structured texts. Proofreading and editing are also essential components of the writing process. The grade 5 students have been making sure they use the appropriate punctuation and grammar in their writing.
MATHEMATICS
The students will be working in the areas of Number and Algebra, Measurement and Geometry, Statics and Probability. The initial focus of numeracy will be highly centered on revision, in 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 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 such as Khan Academy

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.

UNIT OF INQUIRY
#2
Our second Unit of Inquiry will be investigated through the key concepts of connection, causation and change, exploring the central idea; “Immigration is a response to challenges, risks and opportunities.” This Unit is based on the transdisciplinary theme of, “Where We Are In Time And Place,” incorporating the PYP domain of Social Studies. It will also integrate the ausVELS links to Geography, ICT, Personal Learning, and History. The students will explore the different reasons as to why people immigrate to another area.

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

- The factors that cause population growth
- Why people settle where they do
- The reasons people move

During our inquiry, the grade 5 students will have many opportunities to understand the central idea through learning experiences. We have organised to have 2 guest speakers to speak to the grade 5 cohort. Mrs Anisha Dobson will share her personal experience of emigrating from South Africa, and Ammar (a refugee living with Mr Cochran), will share his personal story of his journey from Afghanistan to Australia. The students will have an opportunity to compare and contrast these experiences using a graphic organiser.

On the 28th of April, the grade 5 students will consolidate and extend their knowledge so far at the Immigration Museum. During the excursion, the students will have a session on why many people immigrated to Australia, and also identify the type of people that immigrated.

The students will have an opportunity to work on their ICT skills using iMovie. For holiday home learning, the students will be required to interview someone who has immigrated to another place. They will then convert the interview into movie-documentary about the person they interviewed.
Our summative assessment will incorporate all the new learning the students have acquired, as well as the ICT skills they have consolidated using iMovie. The grade 5 students will create a student question they would like to focus on (using one of the key concepts), and choose any way they would like to address that student question. They must be able to refer back to the central idea, their student question, and use iMovie. For example, they may decide on creating a documentary, or even a news report.

UNIT OF INQUIRY

#3
We will begin our third unit of inquiry towards the middle of term 2. We will explore the central idea; “Our Thoughts and Actions Affect the Way We Feel.” We will be investigating the key concepts of responsibility, causation and function. This Unit is based on the transdisciplinary theme of, “Who We Are,” incorporating the PYP domain of Personal, Social, and Physical studies. It will also integrate the ausVELS links to Thinking Processes and Personal Learning. The students will explore how the brain works, and how your thoughts and feelings may impact you physically.

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

- The thoughts and thinking that affect well-being.
- Actions can make a difference.
- Making socially responsible choices.

Through the learning experiences, the grade 5 students will read and analyse the poem titled ‘The Soul Bird’. We will talk about the 4 emotional rooms and discuss the significance of these rooms and how they are used in association with the brain and your actions. The students will then have an opportunity to tap into their own Soul Bird. Students will also have a chance to learn about the different parts of the brain and what those parts are in charge of. Each classroom will have a fantastic opportunity to observe a real (animal) brain with their classroom teacher.

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.

Jay Basa, Kristen Payne, Shruti Lad, Jonathon Brown, Lina Lima, Adaleta Altun, Rebecca Moore and Nicole Lockwood
Grade 5 Team
ITALIAN – Ros Savoia

This term in Italian, the children will continue to focus their language learning on “Italian Immigrants in Australia”. The students will be involved in reading and research tasks that include aspects of Australian and Italian history, culminating in mock interviews and posters. In the second half of the term, students will revise and recycle language related to feelings/emotions - “Our thoughts and actions affect the way we feel” and learn to use new expressions and structures in everyday conversation. The Italian classroom will be displayed with related vocabulary, phrases and picture examples to encourage children to practise using and communicating in the language relating to themselves and their world.

HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term two, the grade five students will continue to practice basic Fundamental Motor Skills (Two Handed Striking – My Golf), (Foot Striking - Soccer) as well as completing various Gymnastic strands (Static Balancing, Rhythmic and Springing and Landing activities). They will participate individually, in partner and group based activities.

- Children will learn about and practice putting, chipping and longer iron shots/techniques in a range of activities that are part of the ‘My Golf’ program.
- Children will practice dribbling, passing, trapping and shooting using individual, partner and group activities. They will focus on techniques such as: having eyes on the ball throughout the strike and stepping towards it with the foot opposite to that of their striking foot, trapping with either foot and using different parts of the foot to strike the ball.
- Children will be introduced to a range of Rhythmic, Static Balancing and Springing and Landing Gymnastic movements and activities e.g. individual static balances, partner supports and wall balances eg; a ‘Double Decker’ or ‘Wheelbarrow’ and small group balances eg; a pyramid or 3 person support. Also the use of hoops, balls, ribbons, rings, juggling equipment etc. whilst exploring different movement patterns and routines. And jumping and landing on ground level, from elevated positions and using equipment including a mini-trampoline, springboard and vaulting horse.
- Children will have the opportunity to try out the District Cross Country.
- 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.
PERFORMING ARTS – Adam Smith

The performing arts program endeavors to develop confidence and creativity in a safe and fun learning environment. All students are required to participate with the focus being on risk-taking by having a go, testing limits and discovering new abilities or interests. The Grade Five students will continue to undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of ‘Form, Function and Perspective’ to explore the central idea that “Performance can provoke a different point of view.” Students will deepen their knowledge through the lines of inquiry, Performance genres, the way performance styles are used to convey intentions, and the idea that viewing issues from other points of view challenges our own thinking.

The classroom link this term will be:

- Developing monologues dealing with the actors and characters’ thoughts and actions to discover meaning and blocking.
- Accepting and making offers when doing improvisation work.

The grade 5 students will also focus on developing basic ukulele skills.

Undertaking these inquiries will help develop our students into independent and creative thinkers with well-developed social, communication and self-management skills.

VISUAL ARTS - Paul Cochran 5SL, 5MA, 5KP

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 we will explore the Year Five PYP Unit of Inquiry- “Immigration is a response to challenges, risks and opportunities”. 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.