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.

**ENGLISH**

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 revisit and reset students’ learning goals alongside the AusVELS and PAT Testing 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. There will be many writing genres explored through literacy this term. These include poetry, folktales, procedural writing, reports and recounts 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. We have had successful start to the term with our first focus; Poetry Writing. Students will have opportunities to discuss the different features and structures of the various poetry styles.

**MATHEMATICS**

This term, the students will be working in the areas of number, measurement, data and graphing, and scaffolding numeracy. Numeracy tasks are linked to the units of inquiry being studied, where possible. 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, Khan Academy and other online resources.
- PAT Testing
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.

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.

UNIT OF INQUIRY #4
Our fourth 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’
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.

The grade fives were fortunate to begin the inquiry with an incursion held by Jeff ‘Joffa’ Taylor, a cartoonist program titled ‘ToonSchool’, which focuses on listening skills and confidence through Art.

This Unit will be explored through the concept of reflection. The Inquiry has a domain and dimension focus within the PYP and AusVELS 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. 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. Our ‘Arts’ inquiry promises to be an exciting one, with many connections to the community planned to extend the grade five’s knowledge and experiences with the different Art styles of the world.
UNIT OF INQUIRY #5
Our fifth unit of inquiry for 2016 is ‘Energy is converted and stored in various ways’, a science based unit and will commence towards the end of term 3. 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.

For this inquiry, we will be following the lines of inquiry of:

- Forms of energy.
- The storage and transformation of energy.
- Conservation of energy.
- Renewable and sustainable energy.

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 middle 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.

UNIT OF INQUIRY #6
Our final inquiry of 2016 will inquire into how ‘We have rights and responsibilities in the distribution of the world’s resources’. Students will explore the PYP strand of social studies through the Transdisciplinary theme of ‘sharing the planet’. The key concept that drives the inquiry is ‘causation’ and 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 are required to prepare for a non-profit organisation to show 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. 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.

Jay Basa, Kristen Payne, Shruti Lad, Jonathon Brown, Lina Lima, Adaleta Altun, Rebecca Moore, and Nicole Lockwood

Grade 5 Team
ITALIAN – Elena Provano

In Term Three, grade five students will be involved in different activities to keep revising colours, numbers, shapes, and instructional language that they will use to interact with the teacher and their peers in simple question/answer conversations.

In the first part of the term, the students will be working on the Primary Years Programme unit of inquiry ‘How we express ourselves - Arts’. Through the Italian Program the students will learn how to put the vocabulary learnt into sentences. They will use these sentence structures to describe artworks in Italian. The students will explore through a website an Italian Museum, they will observe paintings of different historical periods and they will focus on a contemporary artist. They will learn how to write a simple biography and will have the opportunity to work on two different creative projects (an artwork and a poem).

In the second part of the term the students will be involved in some activities related to sports and the Olympics. The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will demonstrate commitment and consistency in practicing their new vocabulary and conversation, creativity and co-operation in their everyday tasks. As well as display respect and tolerance of the new culture they are learning about. The Italian Program will also focus on aspects of Italian culture, lifestyle and traditions.

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.

Students will explore and work on improving their striking with one and two-handed techniques, using a variety of tennis and bat tennis shots (forehand, backhand, volley and serve). They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target, stepping with the opposite foot to that of their striking arm, using sequential hip to shoulder rotation during the strike and following through towards the target around their body.

Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump, long jump and triple jump. In some cases, modified equipment will be used (eg; access to soft rubber or fiberglass bar in high jump).

Students will also be given the opportunity to participate in a house team athletics day and have the opportunity to represent the school at the district athletics.

A part of the Physical Education program, the P.Y.P attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as making courageous choices, caring and reflection will be linked to the way students work and participate in Physical Education sessions.
PERFORMING ARTS – Adam Smith
Grade 5SL, 5KP and 5MA have made a fantastic start to Performing arts this semester. Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. 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 undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum and the PYP’s Art scope and sequence. 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 from our own.” 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.
When possible students will be making links with their classroom inquiries to strengthen understandings and explore their ideas through the performing arts. Some links are:
- Making decisions in performance such as accepting an offer and blocking another actor through the use of improvisation.
- Portraying characters thoughts and actions that are identifiable to an audience.
- Naturalism and non-naturalism, exploring the use of symbolism through performance.
Undertaking these inquiries will help develop our students into independent and creative thinkers ready for the challenges that the future may hold.

VISUAL ARTS - Paul Cochran 5LL, 5JJ, 5JB
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 three focus in Visual Arts will be the PYP Unit of Inquiry- “How We Express Ourselves”, Central Idea: The Arts are a creative expression and interpretation of the world. We will undertake a range of 2D sketching and painting activities inspired by several key artists including Australian John Brack and Spanish born Pablo Picasso, allowing us to explore a variety of arts styles influenced by different periods, (Cubism), and cultures, (Australia- 1950’s).
To incorporate a three dimensional activity in this program, we will link into one of the 2013 Book Week short-listed picture story books- “Tanglewood” by Margaret Wild. The students will read and discuss this emotional story, written for older students, and then undertake a three dimensional construction activity using armature wire. The students will be inspired by examples of sculpture art viewed on Google images.