



Term Newsletter and Important Information

YEAR LEVEL 5/6

Term 2, 2023

Welcome back to Term 2. What a start it has been to the term. Students had a fabulous time at camp and we are sure they had many great stories to share when they arrived home. This term we begin a new round of interschool sports on Fridays and look forward to seeing the students represent St Paul's by showing our Be Rules and great sportsmanship when competing against other schools.

REMINDERS

Uniforms - Children require sports uniforms on their PE Specialist Days; 5/6H and 5/6ML are Wednesday, 5/6O is on Tuesday. All children are also required to wear their sports uniform on Friday.

Tissues - We kindly ask that each student supply two boxes of tissues for their classroom.

School Hours - Children are to enter the classroom no later than 8.50am. Students will be marked late after 8.50am. This is a critical part of the daily setup and setting the children up for a successful school day.

Homework expectations - It is expected that in seniors, that students spend 45 minutes, 4 nights a week completing homework. This includes 20 minutes of reading, and an additional weekly homework task. Reading must be recorded in the student diary and signed by an adult. Homework and diaries will be checked by the classroom teacher every Thursday, and new homework is given out each Thursday on Google Classroom.

Medical Management - If your child has any medical issues that we are not aware of, please let us know.

Email communication - Teachers can be contacted between the hours of 8.30am and 3.30pm. Teachers will reply to parent emails within 48 hours.

- Olivia Boyd oboyd@spcoburg.catholic.edu.au
- Polly Hine phine@spcoburg.catholic.edu.au
- Maria Bonarrigo mbonarrigo@spcoburg.catholic.edu.au (Mon-Wed)
- Leah Marino lmario@spcoburg.catholic.edu.au (Thurs-Fri)

Curriculum Overview

English

Reading and Viewing:

- participate in a whole class novel study;
- continue to develop independent reading stamina;
- strategy groups in reading;
- exploring narrative voice in text;
- further developing comprehension strategies.

Writing:

- text structure - poetry, informative texts;
- grammar and punctuation;
- writer's workshop
- SMART Spelling program and handwriting.

Speaking and Listening:

- contributing to class and small group discussion.

Mathematics

In Maths in Term 2, the students will be exposed to small group explicit teaching lessons, open ended tasks and online modules on Essential Assessment. Please encourage your child to access the Essential Assessment at home, as there is a direct link with the 'My Numeracy' activities and what we are learning about in class. There is also the parent portal with important information for the parent about areas of success and where to next for each maths unit.

In Maths, the learning focus will be:

Number and Algebra:

- Fractions
- Pattern and Algebra
- Properties of numbers

Measurement and Geometry:

- Shape
- Length
- Perimeter
- Area

Religion

Overview:

In this unit, students will examine the overarching themes outlined in Laudato Si', who the document was written for and what it means for them to explicitly Care for Our Common Home. Using an area of personal interest, students will investigate how they can take Care of Our Common Home and live out their response when listening to the cry of the earth and the cry of the poor. The program will follow the 'See, Judge and Act' model. Students will also explore the life of St Paul, with a focus on his missionary work and the impact of his spreading the Good News of Jesus Christ.

Inquiry

Throughline:

This term we continue our unit UBUNTU (I am because we are), and students will continue to explore their relationships with themselves, others and the community. Students will investigate how communities are built on shared attitudes, values, beliefs and traditions. They will explore the roles and obligations of membership in a community, including the shared responsibility to actively build and maintain healthy relationships between individuals and as a collective. Students will look at models of thriving communities to uncover the diversity within, and how members value this. They will analyse forms of communication with the aim to build the understanding that positive communication with others involves; listening and acknowledging others when they speak, accepting ideas different to your own, speaking with genuine care for how others hear what you say, and ensuring your words match your actions. Students will be motivated to support the positive classroom culture by developing healthy relationships based on honesty, trust, respect and acceptance of others.

Understandings:

- Strong communities actively work on building and maintaining healthy relationships with each other as individuals and a whole (and our environment);
- A healthy relationship includes honesty, trust, respect and positive communication;
- Positive communication with others involves listening and acknowledging others when they speak, accepting ideas different to your own, speaking with genuine care for how the person you're talking to hears what you say and matching words and actions;
- Communities thrive when people who have diverse values, abilities, beliefs and traditions are accepted and valued.

Italian

In Italian, the learning focus will be:

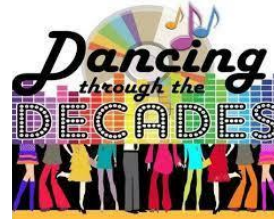
- responding to questions about personal information;
- reading aloud with pronunciation of Italian specific sounds;
- representing information appropriately for different audiences, using a variety of modes;
- participating and presenting an item during our Italian Day Assembly.



Performing Arts

In Performing Arts, the learning focus will be:

- exploring 'Dance Through the Decades' from the 1960s to the 2010s;
- experiencing key dance styles from each decade;
- using characteristics and elements of particular dance styles to develop their own dances with similar specific styles;
- developing their understanding of the evolution of dance over time.



Physical Education

In Physical Education, the learning focus will be:

Invasion sports (netball & soccer):

- correct receiving and passing technique
- moving into space - basic game sense awareness
- modified small sided games.

Netball:

- catch/throw/shoot
- positions and where you can go

Soccer:

- passing, one-on-one and shooting

Fitness: Students will participate in a Beep Test to assess their level of physical fitness and their ability to set and reach personal goals.

Fair play: being inclusive of all team members and providing positive encouragement to others to improve will be a major focus.

Students will be encouraged and assisted to achieve their own personal best in all activities.

Visual Arts

In Visual Arts, the learning focus will be:

exploring the artforms of sculpture and printmaking. Our sculpture unit will begin with the exploration of contour line drawing which will transition into sculptural processes using wire. Students will explore the art elements shape, line and form. Students will be introduced to a variety of contemporary wire sculptors from different parts of the world. They will experiment with the printing process and tools as well as positive and negative spaces.



STEM

In STEM, the students learning focus will be:

Students will use their knowledge about how gears, pulleys, axles and propellers work in machines to develop understandings about how electric-powered machines work. Students will build complex machines, including an Atwood Machine, and compare the performance of the machines when using different power sources. They will create electrical circuits with a range of outputs to build the understanding about how circuits work. Students will create a machine that utilizes electricity to power moving parts.

Understandings:

- By using mechanical components heavy objects can be moved more easily;
- Closed circuits are a path which electricity flows through and includes; a power source, cabling and output (motor, light etc);
- Using electricity from batteries or solar panels we can generate power to make a machine move.

SEL

In Social/Emotional Learning, the focus will be:

In Social Emotional Learning in Term 2 we will begin our term by going on CAMP! On camp, students will develop and practice many skills including self-awareness, relationship skills, social awareness, self-management and responsible decision making.

We will also be learning about keeping our bodies and minds healthy by being resilient and having a growth mindset. Students will be learning about significant events such as ANZAC day, Mother's Day, National Road Safety Week, National Sorry Day, Reconciliation Week and St Paul's day. We will have a visit from the Victoria Police to discuss transit and rail safety.

SPECIALIST CLASSES	
PE: Mr. McLean (Sports uniform)	5/6H - Wednesday 5/6O - Tuesday 5/6ML - Wednesday
PERFORMING ARTS: Mrs. Cobie	TUESDAY & WEDNESDAY
VISUAL ARTS: Ms. Franca (Art smock or protective clothing)	TUESDAY & WEDNESDAY
LOTE (ITALIAN): Signora Tina	THURSDAY
STEM: Mr. Alex	TUESDAY
Library (Students need to return books and need a library bag for borrowing.)	THURSDAY
Senior Sport (Sports uniform)	FRIDAY

Week and Monday beginning	Special dates/events
Week 1 April 24th	ANZAC Day CAMP
Week 2 May 1	Coronation of the King (May 6th)
Week 3 May 8	
Week 4 May 15	Mother's Day Morning Tea Mother's Day stall
Week 5 May 22	National Sorry Day
Week 6 May 29	
Week 7 June 5	Visit from Victoria Police
Week 8 June 12	King's Birthday Public Holiday
Week 9 June 19	St Paul's Feast Day