

GRADE 5 AREA NEWSLETTER TERM 2 2022



Acknowledgement of Country

We acknowledge the Aboriginal people as the Traditional Owners of this land and we pay our respects to Elders past and present

Dear students, parents and caregivers,

What a fantastic start to the school year it has been! We had a blast at the Chinese Museum and learning about Our Asian Neighbours' past and present, and came home with our own good luck lanterns!

"I really enjoyed going to the chinese museum because we got to learn about chinese culture, food, tradition and history, but still while having fun!" - Oliver Reynolds

In Friday Sport, Ms. Roberts and our House Captains have been doing a wonderful job organising our handball and kick ball rotations!



"I really enjoyed 5 Sports because we got to be active while enjoying ourselves with our House." - Florence Hegarty

Our fortnightly Buddy Program has been a great success, and the Year 1 students have enjoyed being able to see our Year 5 classrooms. We look forward to visiting them in their brand new classrooms!

"I liked how we got buddies and got to do activities like how we got to colour in a house and stick them all together." -Violet Wade

In the classroom, students have done well to reestablish positive learning habits such as organising their materials and ensuring they take care with their presentation in their books!

"I really enjoyed addition because maths is my favourite subject, and I enjoy problem solving."
-Jomei Dimitrioski



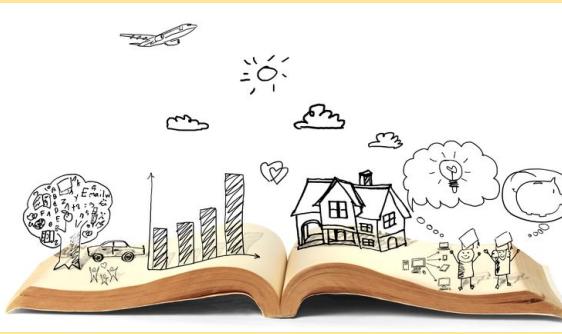
In Term 2 we will begin exploring how renewable energy impacts our environment. This will include constructing our own model of a renewable energy system at the end of the term. Details of this will be shared closer to the date.

The NAPLAN Online tests will be conducted from 10th to 20th May. The exact dates and order in which the assessments will be conducted are yet to be confirmed. In the classroom, we will continue exposing students to practice NAPLANs both to assess areas of misconception, and build student confidence in demonstrating their understanding with the new online format. Should you have any questions, please don't hesitate to ask your child's classroom teacher.



Thank you for a fantastic start and we look forward to another exciting term ahead,

Agatha, Hannah, Kay and Jacob

READING AND VIEWING	WRITING	MATHS
<p>Topics:</p> <ul style="list-style-type: none"> • Building on reading stamina (from 20 minutes) and choosing books that relate to topics covered in class, or their individual learning goals • Interpreting explicit information (solving increasing more complicated words and ideas from non-fiction texts) • Reorganising and paraphrasing • Inferencing • Small group reading goals in Guided Reading Groups <p>Student expectations:</p> <p>To have a selection of just right and challenging texts in their Book Boxes for both independent and learning specific reading. Work will be completed online, in their Reading Book or in their Reader's Notebook.</p> <p>At home you can:</p> <p>Continue to extend student comprehension of what is being read at home with a Before Reading, During Reading or After Reading prompt (see attached document). Promote reading of increasingly more complicated texts, especially non-fiction information texts.</p> 	<p>Topics:</p> <ul style="list-style-type: none"> • Revising the writing process (brainstorming, planning, drafting, editing, revising and publishing) • Handwriting • Persuasive writing • Explanation reports <p>Student expectations:</p> <p>Embrace mistakes during the editing and revising stage and DO NOT use white out! From mistakes we grow! Students should also become more independent when critiquing their own writing and the writing of others from given and agreed success criteria and rubrics.</p> <p>At home you can:</p> <p>Encourage writing for pleasure to promote engagement. This might be in the form of a letter to a family member, a recount on a news report seen on TV, or a persuasive text as to why you should get takeaway for dinner on Friday. Furthermore, promote critical reflection of their writing projects with questions such as <i>what did you do well, what do you need to do more of, what could you do better in your next writing project?</i></p> <p>Websites such as https://www.onceuponapicture.co.uk/ and https://www.kidsnews.com.au/ provide lots of writing prompts and ideas.</p>	<p>Topics:</p> <ul style="list-style-type: none"> • NAPLAN Revision (all areas and test conditions) • Subtraction • Addition and subtraction with decimals • Multiplication (including with decimals and index notation) • Interpreting timetables • Reading time and calculating elapsed time • Length, Area and Perimeter <p>Student expectations:</p> <p>To consider the Learning Goals and Success Criteria of lessons and how best they can achieve them. This may include using playing cards or dice to create their own problems, or seeking clarification from a partner. Students should also be prepared to have their thinking challenged to develop their Fluency, Understanding and Reasoning of the topic. For example, exploring the different 2D shapes that are needed to make a 3D shape's net.</p> <p>At home you can:</p> <p>Use Mangahigh to revise classroom topics. For example, <i>Use column addition and subtraction</i>. Additionally, Mangahigh covers all areas of the Mathematics curriculum from Year 2 to 10. This means any students wanting an additional challenge will have plenty to extend themselves with.</p> <p>Aa always, rehearsing basic number facts such as the multiplication tables will support student understanding later in the year. If students are successfully able to recall most (if not all) multiplication facts, they can begin looking at rehearsing their division facts!</p>

INQUIRY: Powering our World & Empowering our Minds (How will renewable energy impact our environment?)	SPELLING / STRUCTURED WORD INQUIRY (SWI)	HOME LEARNING
<p>Key questions:</p> <ul style="list-style-type: none"> • How is non-renewable energy affecting our planet? • Why don't all countries move to using renewable power? • What are the pros / cons of renewable and non-renewable energy? • What does it take to create solar energy? • How safe is hydro-electricity on the environment? • Can geothermal energy be used in Australia? • How do we harness the wind for energy? • Can we really make energy from plant and animal material? <p>Student expectations: As students continue to listen, reflect, share, collaborate and problem solve, they will build on their independence with extended research through use of the Chromebooks. Cooperation and collaboration will also be a big focus as we encourage the inter- and intrapersonal capabilities.</p> <p>At home you can: Encourage reflection and discussion about what was learnt at school, as well as highlight any media reports or discussions relating to renewable energy. Any chance you have to point out solar panels, wind turbines or any other form of renewable or sustainable energy would be great to support text-to-world connections.</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Weekly spelling words will be taken from the lessons conducted in that week. For example, <i>hemisphere</i> is a spelling word planned during our unit on 2D and 3D shapes • As we transition into the SWI process, students will interrogate spelling patterns and rules to develop a deeper understanding of them, as opposed to rote learning through repeated <i>Look, Say, Cover, Write</i> methods. For example, investigating the <i>d</i> in <i>Wednesday</i> as a historical marker to the word's origin, and not just a silent letter. <p>Student expectations: Students are expected to rehearse their weekly spelling words in the Home Learning, and trial them in their class work. Student assessment will not only be the correct spelling of the word, but how well students are able to use the word within their writing. Here is an example: <i>Correctly write the underlined words:</i> <i>Soular power is a form or renewable energy that uses lite from the son.</i></p> <p>At home you can: Promote this inquisitiveness by also engaging in the SWI process. Here are some other words that may inspire you to research the etymology of words:</p> <ul style="list-style-type: none"> • Renewable • Geothermal • Persuasion 	<p>Topics:</p> <ul style="list-style-type: none"> • All previously mentioned topics • Effective learning practices (remembering to complete home learning on a weekly basis, handing it in, proper use of Student Diary, completing work to a satisfactory standard) <p>Student expectations:</p> <ul style="list-style-type: none"> • Locate homework either on Google Classroom or physical copy requested from classroom teacher • CWPS Homework Policy identifies Year 5 students should be doing NO MORE THAN 30-45 minutes of home learning a day. In this time, students should be doing their best to complete the assigned homework within this time • Mondays are homework days: new homework will be assigned on these days, to then be returned the following week. <p>At home you can: Remind students about homework. This might be verbally, phone/iPad alarm, written on the fridge, or something such as leaving their Student Diary on the breakfast table. Also ask whether they have completed the tasks to the best of their ability, and have not simply rushed them.</p>

DATES FOR THE DIARY

25th April: ANZAC Day and Start of Term 2

28th April: CWPS Cross Country

4th May: School Photos

10th - 20th May: NAPLAN Online tests (exact dates and order of assessment to be confirmed)

23rd - 27th May: Education Week (Mr. Huff incursion performance, National Simultaneous Story time)

9th June (TBC): Renewable/Non-renewable Energy Incursion

13th June: Queen's Birthday Public Holiday

23rd June: Parent-Teacher Interviews

24th June: Last day of Term 2 (2:30pm dismissal)



Google Classroom

Whilst parents may not be able to view student Classrooms themselves, we encourage you to explore the Classroom alongside your child and discuss both the Home Learning and classwork being assigned!



MANGAHIGH

www.mangahigh.com is an online program utilised in the Year 5 team to support the teaching and assessing of Mathematics. We strongly encourage students to use their assigned login details to access this website in class and at home!