



| READING AND VIEWING | WRITING | MATHS |
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| <p>Topics:</p> <ul style="list-style-type: none"> ● Individual Reading Goals ● Answering, Proving and Explaining ● Sound devices and imagery (similes, metaphors in narratives, poetry and songs) ● Visual Literacy ● Analysing text structures ● Understands how to use banks of known words <p>Student expectations: 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: 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"> ● Writing Goals ● Forms of poetry ● Elements of poetry ● 6+1 Writing Traits ● Visual Literacy ● Information Reports ● Passion Projects <p>Student expectations: As the year continues to progress, so too will our Writing expectations. This will ensure our students are fully prepared for Writing in Year 6! What this means is that students will be expected to continue to experiment with increasingly more complicated ideas, punctuation and writing techniques through individual and class writing projects.</p> <p>At home you can: Use the following resources to have your child draft, edit and revise their own little project pieces:</p> <ul style="list-style-type: none"> W 50 Writing Seed Ideas.docx W Writing Express.docx W Year 5 Visual Writing Prompt.docx <p>https://www.onceuponapicture.co.uk/ https://www.kidsnews.com.au/</p>  | <p>Topics:</p> <ul style="list-style-type: none"> ● Revising common fractions ● Decimal fractions ● Number and shape patterns ● Financial maths ● Angles ● Location and transformations ● Chance (linking to fractions, decimals and percentages) <p>Student expectations: Keep developing their fluency of multiplication tables and division facts! Take ownership over your learning through use of individual learning goals. Use resources such as Mangahigh, Khan Academy and Studyladder to support you!</p> <p>At home you can: Continue encouraging students to complete their weekly home learning.</p> <p>Use Mangahigh to revise classroom topics. For example, <i>Use column addition and subtraction</i>. Click here for a short tutorial video that will assist you with understanding how to navigate this fabulous resource!</p> <p>Continue rehearsing basic number facts such as the multiplication tables. If students are successfully able to recall most (if not all) multiplication facts, they can begin looking at rehearsing their division facts!</p> |

| INQUIRY: Tales From A Suitcase (Study of Pre and Post War Immigration to Australia) | ORTHOGRAPHY (Spelling) | HOME LEARNING |
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| <p>Key questions:</p> <ul style="list-style-type: none"> ● Why did people come to Australia as a permanent place to live? ● What are push/pull factors? ● What were the problems faced when they arrived? ● Did immigrants experience conflict? What brought these about? ● How did immigrants help shape Australia? ● What was life like on the Goldfields (the Eureka Stockade)? ● What was post war immigration like (10 pound POMs scheme)? <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: Assist students who will be required to complete a physical suitcase which displays their family's immigration, emigration and/or migration stories! This will involve:</p> <ul style="list-style-type: none"> ● Interviewing a family member ● Collecting artefacts reflecting their cultural identity ● Writing an explanation report explaining the push and pull factors of the family story. | <p>Topics:</p> <ul style="list-style-type: none"> ● Exploring the origins of words, as well as the parts that they are made up of, such as their base and prefixes or suffixes that can be added ● Words from across Term 2 learning areas will also be a focus for the term, to help students understand more technical vocabulary and how to determine the meaning ● Students will use rules and processes to help them understand common patterns across different types of words, such as why there is a mm when we change 'swim' to 'swimming' <p>Student expectations: Students will be exploring a range of words weekly in the classroom and fortnightly for home learning. For Term Two, students will be looking at the grapheme (written word) phoneme (sound) relationship, and how this helps to determine pronunciation and provides information about its origin. As the term progresses, students should be encouraged to question spelling patterns and rules such as why <i>running</i> has a double <i>n</i> when adding the suffix, but not <i>kicking</i>.</p> <p>At home you can: Promote this inquisitiveness by also engaging in the Orthography process. Here are some other words that may inspire you to research the etymology of words:</p> <ul style="list-style-type: none"> ● recreation ● unexpected ● disappearance | <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> <p>Explore resources found on the Coburg West Primary School to support learning; especially Maths Home Learning.</p> |